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ABSTRACT

Part of a four-volume set in which community college educators discuss their efforts to internationalize the educational experience of the students and communities they serve, volume I in this series highlights seven different but easily integrated strategies for adding an Asian-Pacific emphasis to the curriculum. Volume I includes: (1) "Developing and Establishing an International Studies Program," by Theo S. Sypris; (2) "The Humanities Department's Asian-Pacific Focus," by Robert Fearrien and Loretta Pang; (3) "Hawai'i's People: Social Science 120," by Jane Fukunaga and Robert Fearrien; (4) "Asian-Pacific Emphasis in the Social Sciences," by Jane Fukunaga; (5) "Designing an Asian Perspectives Course," by Jane Fukunaga and Loretta Pang; (6) "Developing Pacific Islands History," by John Cole; (7) "Developing a Pacific Islands Course and a Track of Studies," by Robert Franco and others; (8) "Internationalizing the Language Arts Curriculum," by Louise Pagotto; (9) "Mathematics and Natural Sciences," by Charles Matsuda; (10) "Upgrading the Sales and Marketing Curriculum with an Asian-Pacific Emphasis," by Irmagard Kop Davis; (11) "Internationalizing the Curriculum in Food Service and Hospitality Education," by Kusuma Cooray; (12) "Internationalizing the General Education Curriculum," by Dick Mayer; (13) "Developing Leeward Community College's Japan Studies Program," by John Conner; (14) "Hawaiian and Pacific Studies at Leeward Community College," by Leialoha Apo Perkins; and (15) "Developing a Marianas Pacific Studies Program," by Barbara Moir. Concluding comments discuss similarities and differences in the approaches of the colleges, successful implementation strategies, and future issues. (KP)

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BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

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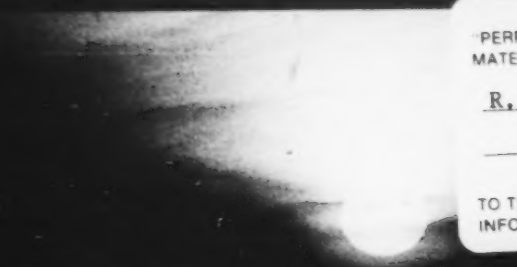

JC 930 187

VOLUME I
INTERNATIONALIZING THE CURRICULUM WITH AN ASIAN-PACIFIC EMPHASIS

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BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

VOLUME I

Internationalizing the Curriculum with an Asian-Pacific Emphasis

VOLUME II

Internationalizing the Campus Environment

VOLUME III

Creating Institutional Links in Asia and the Pacific

VOLUME IV

Working with Local Business to Enhance Asian-Pacific Understanding

BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

VOLUME I
INTERNATIONALIZING THE CURRICULUM
WITH AN ASIAN-PACIFIC EMPHASIS

EDITORS
Robert W. Franco, PhD
James N. Shimabukuro, EdD

AN AACJC/KELLOGG FOUNDATION
BEACON PROJECT

BEYOND THE CLASSROOM: INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

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Preface

When the faculty of Kapi'olani Community College committed themselves six years ago to infusing Asian and Pacific subject matter throughout the curriculum, they did so with a conviction that the citizens of Hawai'i not only desired knowledge of this region but also needed it to function effectively in the world today. The need was not only to understand the history and the roots of many of the people in the State, but also the current cultures, issues, trends, and values of modern Asian and Pacific countries. The subsequent endeavors of the faculty, many of them chronicled in these volumes, have been a success and added a tremendous amount of excitement and energy to the college.

The Beacon project has allowed us to work with our associate colleges to compare experiences, goals, and dreams of international and multicultural education. This sharing has resulted in these four volumes of papers, and the task has only begun. There is much to learn and much to share about how to help students and the community know a little more about the people and places across and within the Pacific. The ultimate educational goal is to replace conflicts stemming from cultural misunderstandings, for example, the recent rhetoric of blame and faultfinding between East and West, with mutually beneficial endeavors based on understanding and cooperation.

We invite you to join us in continuing the dialogues and discussions begun on these pages. Ideas, experiences, and information can continue to be shared through personal contact, papers and communiques, electronic mail and bulletin boards. In a very real sense, the effectiveness of this four-volume set can and should be measured by its impact on the participating colleges and others across the country. If these volumes contribute to generating and sustaining interest in the dynamic possibilities of international and multicultural education on our nation's campuses of higher education, then they have succeeded.

Mahalo nui loa to Robert Franco, director of the Beacon project, to our affiliate colleges, and to all of the authors, contributors, and staff who have worked to make this effort a success.

—John F. Morton, Provost
Kapi'olani Community College

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Dozens of people have been involved in the creation of this four volume set. First I want to acknowledge the cooperation and professionalism of the Associate College campus coordinators. Carolyn Mewhorter from Fox Valley Technical College was always reliable, and more importantly, a constant source of good humor, goodwill, and anthropological insight. Theo Sypris from Kalamazoo Valley Community College was my Mediterranean brother throughout the project. Both made me feel right at home in my brief opportunities to meet with FVTC and KVCC administrators, faculty and staff.

Richard Brightman from Coast Community College District showed me that the aloha spirit can be found in Southern California. He also coordinated the prompt production of papers from both Coastline Community College and Golden West College.

Barbara Moir from Northern Marianas College is a respected colleague in Pacific anthropology. During this project, we both came to appreciate the benefits of fax communication for our ongoing work in the Pacific. Dave Krupp from Windward Community College was inspiring in his professional attention to detail, and impressive in his easy adaptation to life in the Marshall Islands during the 1991 Pacific Education Conference.

John Conner from Leeward Community College was constantly enthusiastic about the project, and as we jogged around Kapi'olani Park he shared with me his hopes for a truly international program at LCC. Dick Mayer from Maui Community College helped me to better understand some of the history of internationalizing within the UH Community College system, and never gave up encouraging me to have the Beacon conference on beautiful Maui.

To all the authors who dealt with unrealistic deadlines, suggested revisions and sudden turnaround times, I want to express my sincere gratitude.

My project assistant, Jane Brahm, coordinated correspondence across more than 10,000 miles, and kept me aware of a multitude of details and deadlines, as well as my office hours and teaching responsibilities. She also balanced her rigorous course work in the Nursing Program with my somewhat unstructured management style. I am very grateful for her efforts.

To Helen Hamada, who handled the graphics and cover layout, Gene Phillips, who printed numerous volume drafts throughout the editing process, Yves Sakai,

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I also wish to express my *domo arigato* and *fa'afetai* to the student assistants at Kapi'olani's Educational Media Center (EMC) for giving freely of their time and expertise in editing, proofreading, and technical support. Troy Inouye skillfully formatted the papers and quickly produced drafts for editing. John Kuramoto provided excellent editing advice, and Rita Pang and Ronda Loque quietly worked behind the scenes proofreading and assisting with the accuracy of maps and graphics.

Carl Hefner contributed his exquisite photographs from Southeast Asia and Hawai'i; Columbia University Press kindly gave us permission to work from their New Encyclopedia maps; and the U.S. Coast Guard generously contributed lighthouse photos. Again, *terima kasih*.

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Louise Pagotto, of the language arts department, who authored two of the papers in this volume, provided invaluable help in the final proofing of all four volumes. When the hours grew long, her witty written comments in the margins of some of the drafts were a welcomed relief.

Finally, I want to acknowledge the insight, professionalism, and skill of James Shimabukuro and Dennis Kawaharada from the Language Arts department, and Bert Kimura from the EMC. The four of us spent many hours on the final phases of this project, hoping that these volumes would serve to build a community of scholars committed to international and multicultural understanding in America's community colleges. I was deeply impressed with their precision, their easy working style, their penetrating wit and good humor. Thanks to them, and the enthusiastic support of the EMC staff, this last phase was truly enjoyable.

—*RWF*

†Non-English words for thank you are from Hawaiian, Japanese, Samoan, and Bahasa Indonesian, respectively.

The Pacific Rim and the Pacific Islands

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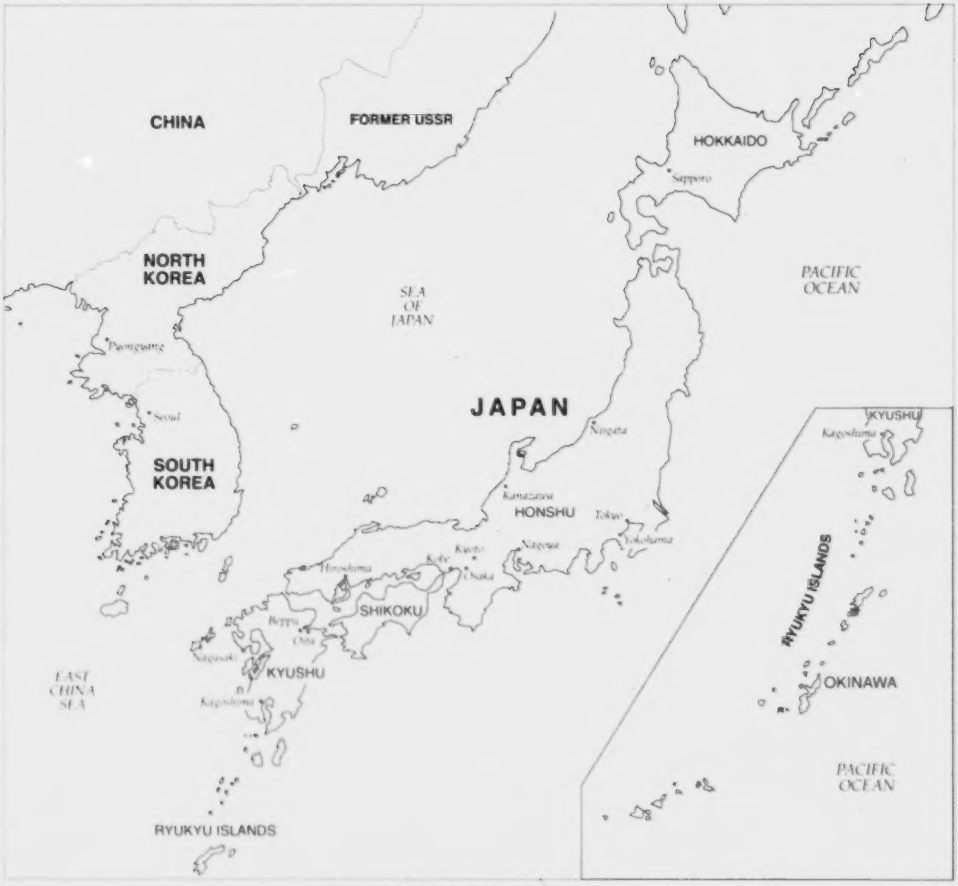

Asia and the Japanese Islands

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Prologue

The four volumes in this set are the product of 18 months of collaboration among ten American community colleges. In each volume the authors discuss their efforts to internationalize the educational experience of the students and communities they serve. As I read the papers, in the process of editing and revising, I realized that much of our effort also involves multicultural and intercultural education. In these three fields, we share the goal of promoting a deeper understanding and appreciation of cultural diversity. Despite this central goal, these fields have important historical differences.

International education traces its roots to the 1930s when Ford Foundation funding launched area studies centers in several colleges. During the 1940s, these centers were expanded with additional funding from the Carnegie Foundation. As post-World War II decolonizing accelerated and development issues and crises increased, it became evident that the United States lacked the expertise to effectively deal with many areas of the world, and many citizens' organizations became increasingly concerned with American foreign policy.

In 1958, the National Defense Education Act (NDEA) Title VI program began to fund centers for language and area studies at colleges and universities. The history of Title VI reflects the continuing tension between those who take a narrow view of international education, arguing that it should produce trained specialists, and those who take a broader, more general view.

Title VI of NDEA was entitled "Language Development," underscoring the original emphasis on foreign languages rather than area studies. Centers could provide instruction about regions where languages were spoken, and for this purpose relevant academic disciplines such as history, political science, linguistics, economics, sociology, geography, and anthropology were asked to contribute their expertise. Through the mid-1960s, the vast majority of NDEA graduate fellowships were awarded to those preparing to teach language or use their language capabilities in other government service. Because the initial NDEA legislation was designed to meet foreign policy and defense needs, the possibilities of enrichment or popular education were largely ignored. Further, because the legislation was designed to meet a perceived educational emergency, it lacked expansive, long-term perspective and commitment.

In 1965, President Lyndon Johnson announced that a special task force would develop a broad long-range international education plan. This plan led to the proposal of the International Education Act (IEA) in 1966, which was to provide comprehensive long-term support for postsecondary international education, independent of national foreign policy and defense concerns. In addition to authorizing area centers focusing on specific regions of the world, IEA also authorized centers that would concentrate on global issues such as population growth, economic development, food, and energy. In addition, IEA supported the internationalizing of professional schools of medicine, public health, law, business administration, agriculture, engineering, and architecture. Finally, IEA was designed to go beyond NDEA and provide a broad base of undergraduate education, not just specialist training.

In 1966, in Bangkok, Thailand, President Johnson signed IEA into law. Although IEA was authorized at a budget of $90 million in 1969, Congress has never appropriated funds to implement it. Over time, however, some of the IEA provisions have been incorporated into NDEA legislation. In the late 1960s, NDEA Title VI supported 106 centers at 59 institutions. In the early 1970s, the Nixon administration began the process of zero-budgeting the NDEA legislation, arguing that the urgent need for specialists had been met. Academics (Daniel Moynihan and Henry Kissinger) close to Nixon worked with university presidents to save the program, and by the mid-1970s NDEA had a lowered but stable budget.

The signing of IEA, on the one hand, and the attempts to zero-budget NDEA, on the other, are indicators of the split in defining the appropriate role of the federal government in international education. IEA proponents assumed that the government had a responsibility to provide international education for a broad-based citizenry, while their opponents argued that the government's role ought to be defined by national foreign policy and defense interests. This tension between general enrichment and special interests has not disappeared, and it has had a significant impact on the role of community colleges in international education.

In 1976, NDEA Title VI was reauthorized and broadened to include citizen education on global issues of domestic importance. In 1978, as an outgrowth of the Helsinki Accords, the Carter administration established a Presidential Commission on Foreign Language and International Education. The commission made 65 separate recommendations, including a call for $178 million in additional funding. Congress supported a 35 percent increase for Title VI, and a 133 percent increase for Fulbright-Hays in 1980. The commission also affected the structure of Title VI. In 1980, Title VI of the Higher Education Act funded three programmatic thrusts (HEA Title VI replaced NDEA Title VI):

1. A set of national resource centers
2. Regional centers, at a lower funding level
3. International studies programs, funded for two years, to develop language and area studies programs to enhance undergraduate education

Since its early developmental period in the 1940s, international education has been oriented largely toward the training of specialists, serving national foreign policy and defense needs at a small number of major universities. The original intent of international education in the U.S. was elitist—to produce language and area experts of the highest quality. Thus institutions such as community colleges, whose educational missions stressed equality, were not funded for international education. However, throughout the 1980s, American community colleges were able to successfully apply for Title VI funding to enhance both liberal arts and business education programs. Many of these colleges, including Kapi'olani, Coastline, and Kalamazoo Valley (participants in this project), have shown that equality and quality are compatible goals.

Multicultural education grew out of the social ferment of the 1960s, as African Americans initiated an unprecedented quest for civil rights and focused their activities on the elimination of discrimination in public accommodations, housing, employment, and education. African Americans, Hispanics, Native Americans, and Asian Americans demanded that educational institutions reform curricula to reflect their diverse experiences, histories, and cultures. Further, ethnic groups pushed for local control of neighborhood schools and greater ethnic representation in teaching and administrative positions.

At the college level, Black Studies has set the pattern for ethnic studies courses focusing on various cultural groups. During the 1960s and 1970s, these courses were primarily electives taken by students who were interested in learning more about their cultures.

In the 1970s, university presses, particularly those affiliated with public institutions and sensitive to public pressures, began to publish books about the peoples and cultures of their particular regions. This localism stimulated many Southern university presses to publish new books on race relations, Black history, and slavery. University presses in Nebraska, New Mexico, and Oklahoma published extensively in Native American studies, while similar presses in Arizona and Texas have significantly strengthened Hispanic studies. West Coast and Hawai'i university presses have published numerous powerful accounts of the Native American, Native Hawaiian, and Asian American experience. In the 1980s, these cultural groups sought to reclaim their past and were intent on defining their own cultural identities.

The apparent success of the civil rights movement encouraged women's groups to take action against discrimination and to demand a more responsive educational system. One of the largest and fastest growing areas of multicultural education is women's studies, where seminal works, such as Carol Gilligan's *In a Different Voice*, have provoked a wave of new research and scholarship on women, morals, and ethics.

Multicultural education is a reform movement to change educational institutions so that students from every social class, gender, and cultural group have an equal opportunity to succeed. Multicultural education in the classroom focuses on

diverse cultural learning styles and attempts to tailor pedagogy to those learning styles, with the final objective being equality of educational outcome.

Multicultural education is also a structured process designed to foster understanding, acceptance, and constructive relations among individuals of different cultural backgrounds. It encourages people to see different cultures as sources of learning, even wisdom, and to respect diversity in the local, national, and international environment. An effective multicultural education builds an awareness of one's own heritage and the skills to interact effectively in multicultural social contexts.

Closely related to multicultural education, intercultural education fosters an understanding of the tightly integrated relationship between language, communication, and culture. Intercultural curricula focus on how individuals are shaped by the norms, values, beliefs, and language of their culture. Intercultural educators seek to make students more aware of the power of this conditioning and how personal perceptions of reality are shaped by cultural and historical experience.

In sum, intercultural educators argue that all individuals have the shared experience of being uniquely shaped by culture and history, and that this understanding helps students to view the world from the perspective of others. A primary educational objective is intercultural communicative competence, that is, the ability to attach meaning to intentional communication such as language, signs, and gestures; to subconscious cues such as body language; and to customary behaviors in bicultural or multicultural social situations.

Multicultural and intercultural education, with their emphases on equity and cultural diversity, are clearly compatible with the community college mission of equality and open-door opportunity; and American community colleges are philosophically committed to quality multicultural and intercultural education. Unfortunately, multicultural and intercultural education have not been seen as crucial to national foreign policy and defense considerations, and funding, particularly to community colleges, has been minimal. With increasing ethnic, gender, and age diversity in our communities and classrooms, we will need to make greater economic commitments to these educational endeavors.

Further, in light of powerful new global social, political and economic forces, we will need to commit resources to multicultural and intercultural education for effective international participation.

Many of the authors in these Beacon volumes merge formerly elitist but now generalist internationalism with always populist multiculturalism. Despite the very different histories of these two endeavors, their values and goals now converge in a multicultural, global community. According to Christine Bennett, in *Comprehensive Multicultural Education: Theory and Practice* (p. 82), both espouse as core values responsibility to a world community, reverence for the earth, acceptance and appreciation of cultural diversity, and respect for human dignity and universal human rights. In their educational goals both strive to develop multiple historical perspectives; strengthen cultural consciousness and intercultural com-

petence; combat racism, prejudice, and discrimination; increase awareness of global ecology; and build social action skills.

The editors have tried to recognize the impressive accomplishments of all the Beacon authors and do justice to their articles. More than anything else, we hope that these volumes will help other community colleges see the creative potential of both international and multicultural education. Further, we are aware that there are many community colleges with longer histories of active and effective internationalizing than those represented in these papers. Perhaps these volumes, and the Beacon Conference in May 1992, will serve to build a community of colleges committed to international and multicultural education, no matter what their current stage of development. Global change is accelerating rapidly, and we in the community colleges need to share resources and experiences to understand and interpret the changes in a way helpful to students as they anticipate and plan for the future.

How to Use the Beacon International Volumes

The volumes emphasize a how-to, how-not-to approach; thus, the articles are primarily descriptive with minimal theoretical embellishment or sidetracking. For readability, bibliographic references have been largely omitted; readers are encouraged to contact the authors directly for additional background information. Author biographies and addresses are available in the second half of volume IV.

The table of contents for each volume details the specific topics covered in individual articles, while volume overviews provide the reader with an editorial summary of the papers as a whole. The conclusions of each volume discuss similarities and differences in the approaches of the colleges, successful implementation strategies, and future issues of both a pragmatic and theoretical nature.

The epilogue in volume IV provides a final context for these volumes by analyzing the international events of the last 18 months and again arguing for a merging of international and multicultural perspectives.

We have attempted to present the papers so that each can stand alone. We have also organized the offerings so that each contributes to the whole. Finally, we hope we have maintained a diversity of voices, while conforming to uniform standards of editorial quality.

—RWF

Overview

The fifteen papers presented in this opening volume discuss seven different but easily integrated strategies for internationalizing the curriculum. The seven, covered comprehensively and in detail, are: An across the curriculum emphasis, infusing Asian-Pacific content and creating new courses, interdisciplinary and modular approaches, and developing international and area studies programs.

The first contribution, by Theo Sypris of Kalamazoo Valley Community College, details the development of the International Studies Degree and Certificate Program at KVCC. This internationalizing strategy involved the creation of an International Education Committee responsible for coordinating curricular developments. New courses were created, focusing on language and culture, learning a second language, comparative world literature, international economics, and international politics. In addition, numerous topical modules were infused into existing courses: international marketing, international management, creating country profiles, the impact of physics on world development, cultural and religious sensitivity, inpatient care delivery, and Asian-Pacific design motifs.

Further, concerted effort was directed at enhancing the quality of foreign language offerings. With this revised curriculum, KVCC now offers an International Studies Associate in Arts degree, requiring a minimum of 62 semester hours, and an International Studies certificate, requiring a minimum of 33 semester hours.

The next ten contributions are from faculty at Kapi'olani Community College (KCC). Since 1986, faculty and administrators involved in Kapi'olani's Asian-Pacific Emphasis (KAPE) have been committed to an across-the-curriculum strategy, adding substantial new Asian and Pacific content to Associate in Arts and Associate in Science degree programs.

The first KCC paper by Loretta Pang and Bob Fearrien discusses the history and development of Asia-focused curriculum in the humanities department where such courses as Asian History (a two semester sequence), Asian Art, Asian Philos-

ophy, and East Asian Language and Literature are Asia- dedicated core courses. In the second paper, Jane Fukunaga addresses the contrasting approach of the social science department in which Asian and Pacific Island content is infused into core courses such as Introduction to World Politics, World Regional Geography, Cultural Anthropology, Macroeconomics, and American Studies. Although none of these courses is dedicated to Asia or the Pacific, substantial Asian-Pacific material is presented and students are exposed to various social science perspectives on the region. In the two ensuing papers, Fukunaga and Fearrien, and Pang and Fukunaga, discuss the challenges and rewards of developing and teaching indisciplinary courses entitled Hawai'i's People and Asian Perspectives.

The next two papers by John Cole and Robert Franco consider the current state of Pacific Island Studies and approaches to strengthening and marketing the courses across the curriculum. The Pacific Ocean comprises roughly one-third of the planet, and the new nations and territories of the region have an increasingly powerful role to play in global ecological, political, and economic arenas, yet this region remains largely unaddressed in international education efforts nationwide.

In Louise Pagotto's paper focusing on Asian-Pacific offerings in the language arts department, we see the clearest example of new courses, such as first-and second-year Mandarin, Samoan, Korean, Tagalog, and Russian, being created as a strategy to strengthen the international curriculum. In the planning for these language offerings, KAPE faculty considered it equally important to offer major global languages such as Mandarin, Korean, and Russian, as well as local languages of recent immigrant groups, such as Samoan and Tagalog. A cornerstone of our curriculum development philosophy is to maintain a balance between Asian-Pacific global perspectives and the Asian and Hawaiian-Pacific character of our local community. We thus globalize student perspectives by tapping the Asian and Hawaiian-Pacific background of much of Hawai'i's population. Although this philosophy is most obvious in the additional language arts offerings, it is infused across the curriculum.

Rounding out the discussion of KCC's liberal arts curriculum, Charles Matsuda highlights the efforts of two natural science instructors to infuse Asian-Pacific content into their botany and zoology courses. Matsuda's paper provides an excellent example of how two instructors, working without a clear internationalizing mandate from their department, can still add significant content to their departmental course offerings and thereby make a major contribution to the cross-curricular emphasis.

Irmagard Davis describes efforts to bring Asian and Pacific perspectives into the sales and marketing curriculum. She discusses the recent addition of an international marketing course and the creation of a sales and marketing degree with an Asian-Pacific emphasis. In the final KCC contribution, Kusuma Cooray describes recent and rapid Asian, Pacific, and international curriculum developments within the food service and hospitality education program. These developments, she argues, are necessary if KCC is to maintain a vital role in training

Hawai'i's people for more than just entry-level positions in the visitor industry. Again, the local-global connections are obvious in both the Davis and Cooray contributions.

The ensuing paper by Dick Mayer of Maui Community College highlights the innovation and creation of modules on India, China, Japan, Europe, the former USSR, and Africa in concurrently offered world literature and world regional geography courses. Mayer details articulation issues with the main University of Hawai'i at Manoa curriculum and discusses the advantages and problems of this interdisciplinary strategy.

The next two papers are contributions from Leeward Community College (LCC). John Conner explains how a history of providing faculty expertise in community programs focusing on Japanese culture and a strong study abroad relationship with Beppu University in Japan coalesced into Leeward's Japan Studies program. (The institutional links between Leeward and Beppu are detailed in volume III.)

In LCC's second paper, Leialoha Perkins provides a compelling discussion of many of the structural and personal challenges confronting LCC faculty members attempting to develop and deliver a meaningful Hawaiian-Pacific Studies program. Perkins thoughtfully articulates crucial issues of Hawaiian and Pacific identity, and the role of the Hawaiian-Pacific program in serving the needs of Native Hawaiians and other diverse populations in Leeward O'ahu.

The final paper in volume I provides a comprehensive coverage of the Marianas and Pacific Studies (MAPS) program at Northern Marianas College. Barbara Moir first discusses the tsunami of demographic change washing over the shores of Saipan, the capital of the Commonwealth of the Northern Marianas, and the concomitant need for NMC to adapt appropriate liberal arts and vocational education strategies. Moir discusses past and present successes and challenges in the development of the MAPS program, and articulates a broad-based strategy of curricular change with an emphasis on creating new courses. She then delineates points of articulation with other NMC programs, the public school system, the local community, and the University of Guam (UOG).

Although a distant island in the Western Pacific, Saipan is undergoing the same significant demographic changes as many community colleges across the American landscape. Northern Marianas College and all the Associate Colleges working on this project are adapting their curricula, their campus environments, and their noncredit offerings to help their communities better understand the impact of local and global processes.

—RWF

Developing and Establishing an International Studies Program

Theo S. Sypris
Kalamazoo Valley Community College

The need to internationalize the curriculum at KVCC has been recognized by some faculty at least since the mid-1970s, but it did not become a reality until the late-1980s. The primary reasons for the delay were: time was needed to establish international education as a strategic goal for the college; very limited resources were available for an area which, during the 1970s, was considered by the public a questionable undertaking for a community college, or a luxury at best; during the early-1980s, the fiscal austerity and return to basics left very little room for new undertakings. Yet, several dedicated faculty made significant course revisions, traveled overseas with personal or Fulbright funding, hosted international scholars, and encouraged a number of students to join overseas trips.

In 1985, the effort to formalize international education at our college was energized by significant new appointments of young full-time faculty with new energy and strong interest in this area as well as by a strong commitment from the dean of general studies.

Fourteen members of the International Education Committee under the leadership of the dean of General Studies and with the support of the vice-president for instruction assessed existing resources and recommended measures to internationalize the curriculum. In 1988, using the title Beyond the Boundaries (borrowed from the AACJC monograph "Building Communities: A Vision for a New Century") the KVCC International Education Committee has developed a five-year plan. This plan outlines the three major phases:

- Phase I (two years): internationalize the general education curriculum and establish an academic degree program
- Phase II (two years): internationalize the business curriculum
- Phase III (one year): internationalize the vocational curriculum

The focus of this paper is primarily on the planning, development, implementation, and assessment of phase I.

Curricular Change

From the very beginning the members of the international education committee realized that a new curriculum was needed to make international education a long-term reality for the college. The group wisely selected the general studies

Some prominent members of KVCC's international curriculum writing team.

division as the first target for internationalizing the curriculum. The division had a significant number of faculty already strongly interested in international education. Disciplines such as anthropology, art, communications, economics, foreign languages, journalism, literature, philosophy, political science, psychology, religion and sociology were open to building an international curriculum.

Surveying the needs of the faculty in the above fields, it became evident that, with some support, most of them were eager to expand the international content in or incorporate more international issues and themes into their courses. Some had specific ideas on what they wanted to do and how; others were less certain. The international education committee decided to encourage both the infusion approach (adding international content to existing courses) and the creation of new courses. Twenty-one courses were selected to be infused with international modules; major revisions were suggested for the Spanish and French language courses; and five new international courses would be created. All this work would be done over the two-year period of the grant, involving 21 faculty, who collectively became the international curriculum committee.

We decided to internationalize a large number of general education courses, which are required for most associate's and bachelor's degrees, and to create several new international courses to form a core around which a certificate and/or an associate degree program in international studies would be built.

Institutionalizing International Education

The international curriculum committee members and the dean of general studies became the backbone for institutionalizing international education at KVCC. The committee members agreed on the value of international education for students, who would become more knowledgeable about other cultures as a way to better understand their own; achieve higher levels of personal growth; understand major elements, forces and dynamics of an interdependent world; and be able to communicate, cooperate and deal effectively with a diversity of people.

The committee also agreed that international education should include a comparative approach, a global perspective, international issues, and cross-cultural links. Our plan of action included making an inventory of existing resources, set-

ting priorities on goals, setting a timetable, establishing a management plan, creating incentives for participants, building internal and external linkages, and allowing for evaluation, feedback, and flexibility along the way.

Of course, there were some conceptual and philosophical differences among the committee members. Some of these differences were resolved by majority opinion or strong persuasion, but most disagreements were settled through compromise or by allowing for alternative approaches.

The KVCC board of trustees and administration supported the idea of establishing an international studies program, recognizing the compelling need to provide the knowledge and skills for students, faculty, and community to function in an increasingly interdependent world community. Thus, the main objective of the program was to cultivate and provide appropriate skills, attitudes and knowledge about the world that would effectively serve students and the community. Secondary objectives were to provide professional growth and renewal for faculty, strengthen articulation of AA transfer programs with regional colleges and universities, and enhance the college's reputation in the community.

To establish its International Studies Program, KVCC targeted four major areas in the first two years: curriculum development, student involvement, links with student services, and interaction with the community.

Curriculum Development. The courses selected for infusion of international content through the creation of international modules of learning had to be appropriate for transfer to regional universities and colleges that offer four-year degrees. The courses selected were College Writing I, College Writing II, Business Communication, Intermediate Algebra, Introduction to Philosophy, Ethics, Macroeconomics, Introduction to Political Science, Introduction to Sociology, Principles of Marketing, Accounting, Management Principles and Practices, Comparative Religion, In Search of the Human, Fundamentals of Physics, Introduction to Psychology, Design and Appreciation, Mental Health Nursing, and Patient Care Management. The Spanish and French courses were revised so that language instruction would include culturally based instruction.

We selected for infusion courses that were required by many KVCC degree programs, in order to reach as many students as possible, and courses that were offered in multiple sections each semester to allow for scheduling flexibility. In addition to the modular infusion in the above courses, five new international courses were developed. We also wanted to expand beyond general studies into other areas of the college, as the benefits of international education are equally important in health, engineering, business, education, computers, physical and natural sciences and many vocational fields.

The AA degree in International Studies was designed as a 62-credit-hour program, offering a solid background in general education with a global perspective and specialized international training. The main objective was to prepare students for transfer into a variety of fields and specializations at four-year colleges or universities.

The Certificate in International Studies was designed as a 33-credit-hour program to provide fundamental knowledge and skills in international studies for students pursuing an associate's or bachelor's degree in a related field. The certificate program would also be appropriate for business professionals seeking to increase their chances for professional and personal advancement.

The degree and certificate programs were designed to be interdisciplinary, flexible and suitably linked with many academic programs and careers, such as accounting, advertising, agriculture, art, anthropology, banking, business administration, computer information systems, criminal justice, economics, education, environmental sciences, foreign languages, geography, history, international relations, international trade, journalism, law, literature, management, marketing, philosophy, political science, public administration, psychology, sociology, social work, travel and tourist industries, and others in governmental and private organizations domestic and overseas.

Student Involvement. A second major objective was to provide opportunities for meaningful student involvement. Students have been encouraged to attend international colloquia, lectures, and brownbaggers; help with the organization and execution of international presentations; and participate in and contribute to college-sponsored international events such as International Week, Earth Day, United Nations Day, World Food Day. We also encourage students to do guest presentations to classes on issues they have researched or on overseas trips and experiences they have had, and to contribute articles, editorials and opinion letters on international events or issues in the college's student newspaper. Most international core courses in the program are structured to include student participation or involvement through debates, reports, discussions and various student projects. We have tried to offer a variety of overseas travel opportunities, such as overseas study scholarships, student exchanges, and study abroad programs; and student internships. Students are important ambassadors in reaching out to the community and bringing in a variety of ethnic, religious and special interest groups that can contribute towards diversity in college-sponsored international activities. We also encourage and provide opportunities for student contacts with international students. Finally, the program director meets with international studies students to discuss how the program can better serve them, to explore new ideas and projects and to report on academic tracks, four-year transfer programs, and career opportunities and trends in the field.

Links with Student Services. The third major objective involved developing stronger links with the KVCC student services staff. We are working with student services in areas that include:

- Providing financial assistance (scholarships, grants, loans, and work-study)
- Getting students involved in a variety of meaningful international activities or events

- Offering a variety of overseas travel opportunities, such as overseas study scholarships, student exchange, and study abroad programs
- Arranging or facilitating student internships
- Offering academic and career advising
- Assisting graduates with transferring to four-year colleges or job placement
- Sponsoring student-initiated international activities
- Allowing for flexibility in tailoring a plan of study around each student's interests and objectives

Interaction with the Community. The fourth objective is closer interaction with the community. Serving the community is of primary importance, by definition, for any community college. An international studies program can offer a number of services, including a quality academic program for interested students and a resource center for a variety of information and assistance on global issues and relations. (See Nee in volume III.) Community colleges can also sponsor informative international activities, fostering better understanding and harmonious cross-cultural relationships and provide services to regional businesses in dealing more effectively with overseas customers or firms. Finally, community colleges should turn out graduates who can perform effectively in the increasingly interdependent global environment.

Funding Base

Little would have been achieved in establishing our international studies program if it were not for a two-year funding from the Department of Education under Title VI of the Higher Education Act, the Undergraduate International Studies and Foreign Language Program, and matching internal funding. Major components of the two-year budget were:

- Significant funding for four key personnel (project director, associate director, curriculum director and administrative assistant)
- Travel for conferences, workshops, consortia visits and overseas projects, for directors and members of the international curriculum committee
- Release time or stipends for faculty creating new courses or international modules
- Sponsorship of international colloquia, workshops, festivals, brownbaggers, and other activities
- Purchase of a large number of books, audio-visuals materials, maps, globes, software and journals
- Purchase of a complete computer system, with laser printer and support equipment
- Allowances for a variety of supplies

Administrative Support

Unquestionably, administrative support is crucial in undertaking any serious curriculum revision. Even more important is the, serious commitment by at least one top administrative officer, especially in the early stages of a new program.

KVCC was blessed to have a highly committed dean of general studies, who has devoted much time, energy, skill and leadership to bring to fruition such a large undertaking. We were also fortunate to have a very supportive vice-president of instruction. Because of such strong administrative support and the vital enthusiasm of a significant portion of the faculty, the college president was more than happy to lend top administrative support to the program and encourage the support of the board of trustees.

Clearly the administration needed little philosophical persuasion about the importance of internationalizing the curriculum. KVCC has been fortunate to have an enlightened cadre of administrators, willing to take some risks, extend extra effort, and support the genuine commitment by faculty that will ultimately benefit the students and the community. In addition to providing leadership and financial resources, administrators were also crucial in coaching and giving moral support to key faculty members who carried the bulk of the work in internationalizing the curriculum and implementing the program.

Faculty Role

Curriculum change and program development require commitment and support and innovation requires great effort and risk-taking. Without any doubt, most faculty have invested more time, effort, and emotional energy than anyone could expect, considering the meager financial and other incentives provided. Their reward was in personal satisfaction from professional growth, from fulfilling relationships with colleagues, and being appreciated and respected by students.

The initial core of faculty members have mentored other faculty who joined the program and have become resource persons to their colleagues, sharing materials, and ideas.

The faculty have also been essential in getting students interested and involved in international education. In addition, the international curriculum committee members have contributed to extra-curricular activities such as international brownbaggers, festivals, and organized travel.

Finally, faculty recommendations and requests for books, audio-visuals materials, journals and maps have been essential in building a useful and balanced collection of international resources for all faculty and students.

Student Involvement

Ultimately, any curriculum effort is to better serve the students. During the curriculum development, the role of students was limited and indirect. In the classroom,

students helped faculty identify and concentrate on issues and areas of importance.

Even though the international colloquia series was primarily geared to help faculty working on curriculum revision, students also attended and contributed questions and comments during the discussion sessions. In the second year of the project, students were more actively involved, offering brownbag group presentations, contributing to international activities (festivals, organizational support of colloquia, teleconferences), and writing articles for the college's newspaper.

Finally, students majoring in international studies have given faculty suggestions for curriculum revisions and have been good ambassadors for international education in their families, among their friends, and in the community.

Community Input

Community input has been very limited. The community has been involved in the areas of cross-cultural issues and ethnic festivals. Also, a few of our faculty have asked community leaders or local experts to speak to classes. In phase II of our five-year plan, when the internationalization of business, economics and the sciences begins, businesses in the community will play a more significant role. In general, the community must be given more opportunities to participate in future international activities and become more knowledgeable about global issues.

Challenges, Problems, and Rewards

In KVCC's development of an international studies program, the major challenges have been to build administrative support for and confidence in the program and to bring together a core of committed faculty willing to expend energy and time despite limited financial rewards. More specific challenges include:

- Building an appropriate conceptual framework and rationale
- Writing successful grant proposals
- Expanding the effort beyond the core faculty to other faculty
- Creating incentives for faculty involvement or kindling interest, especially among senior faculty members; providing adequate material support, curriculum guidance, and moral support for faculty
- Maintaining an effective organizational structure to keep the faculty involved in continued curricular improvement and professional growth; coordinating efforts to meet a wide array of needs and, requests; managing supportive activities for a very diverse group of faculty representing many fields; keeping on top of the information flow
- Maintaining flexibility and responding quickly to changing needs, ideas, and requests
- Creating opportunities for meaningful student involvement; developing services and support for students of the program

- Designing certificate and degree programs that are flexible to accommodate a wide variety of student interests, styles, and academic and career goals
- Designing courses and associate degree programs that are articulated with the universities and colleges to which KVCC students transfer
- Creating an identity and profile for the program on campus and in the community; and building program credibility among faculty, staff, students, community members and other higher education institutions

Some of the major problems have been the great amount of time, effort, and energy required of the project directors; vague goals and objectives; and disagreements about philosophy and priorities.

Occasionally the efforts, time, and energy of committed faculty and administrators were taken for granted, while in other cases resources were invested in a faculty member who did not follow through. Sometimes we tried to do too much, or could not follow through on proposals because of insufficient resources and poor planning. When inexperienced faculty take on the role of administrators, they can be expected to make mistakes.

Personality conflicts may arise between program directors. Directors and faculty may work with unrealistic expectations or misleading perceptions of the administration. Directors need to provide moral support to all involved, build effective and adequate lines of communication, keep all areas of the college informed and involved, and avoid turf battles or conflicts with other programs. Other problems that can arise include lack of resources for an important activity because of lack of foresight to set aside contingency funds; lack of information on other institutions' criteria and parameters regarding articulation; scheduling conflicts and changes in course offerings; inconsistencies in student program planning, and problems in auditing.

Some of the major rewards are:

- Stipends to create international modules and release time to develop new courses
- Professional growth, with opportunities to attend international conferences, workshops, colloquia, and other activities; and overseas travel
- Closer working relationships or friendships with colleagues
- New ideas and useful instructional resources or support materials
- New network linkages with the community and other colleges and individuals with similar interests
- Successful program graduates
- Enhancement of the college's image in the community
- Greater support, enrollment, and funding from the community
- A sense of satisfaction and renewal

The following are a representative sampling of comments by faculty: "It is a time of wonderful discovery and a smug feeling that one's own occasional ingenuity will surface often enough to refuel enthusiasm." "This grant is a wonderful

opportunity to remedy deficiencies through research, conferences, and travel so that students can be better educated." "It's always exciting when you can expand your knowledge and your point of view and take off in new directions." "My experience with the development of an international module has revitalized me. It has shown me, as a teacher, new horizons, and in turn I think that I will be able to enlarge the horizons of my students." "Creating this new course has been quite a challenge. The possibilities and emphasis are nearly infinite." "Such exciting and ever-changing approaches to the course keep me fresh and involved, and I don't fear burnout—just running out of time."

Implementation and Assessment

Successful Curriculum Infusion. The infusion approach has been very effective and inexpensive for a large number of existing courses. The flexible format provided for some structure, but its purpose was to accommodate the varied needs and interests of the faculty, allowing them to tailor the new content to their courses.

On average, the instructional time devoted to each international module was two weeks. Some instructors chose to infuse at one point in the course (in 12 out of 21 modules), while others, selectively throughout the course (in 9 out of 21 modules). The modules followed a standard format:

A. Module Title
B. Description of module
C. Objectives
D. Methodology
    1. Lectures/discussions
    2. Audio-visuals
    3. Readings
    4. Assignments
    5. Evaluation
E. Resources

Most instructors developed a thematic-comparative approach, while others added specific regional content. The majority of instructors added discussions of contemporary cultural, political, and socioeconomic issues, although some instructors added stronger historical dimensions to their course material.

We created a tenuous link between international and multi-cultural education in the first year, and took some steps to strengthen the link in the second year and beyond.

All 21 faculty members had the opportunity to research and develop new course materials that were of genuine interest to them and their students. In the words of one faculty member, "It was exhilarating to be given such a rare opportunity to develop a more specialized course and get release time!" The faculty have become strong advocates for international education at KVCC.

The international workshops, colloquia, and brownbaggers have been successful in providing faculty with new ideas, new approaches, new resources, and even critique or input on the development of their modules or new courses. Attending conferences as a group has been a refreshing and welcome experience for our faculty. Beyond providing new ideas and materials, these conferences were a good time for reflection, lively discussions, getting to know each other better, bonding as a group with common interests and goals, and of course, having fun. Get-away experiences such as conferences and workshops, although usually demanding financially, have become a wonderful element in the building of a successful international education program at KVCC.

During the first year, the areas selected for curriculum revision were foreign languages, humanities, literature, and the social sciences; during the second, the curriculum director was able to attract faculty from the business, health sciences, physical sciences and vocational fields.

Positive Student Response. The student response to the internationalized courses has been strongly positive, based on their strong interest in majoring in international studies, responses, and participation in activities.

More and more students are becoming aware of increasing opportunities to take special course sections with international modules or new courses with international content. Enrollment in these courses has increased, indicating a need to expand throughout the college. During the first semester of offering the two degrees in International Studies, over 60 students enrolled in the program. As more students discover the program and as the college implements a marketing plan for the general studies division (which includes the International Studies program) this year, we are expecting over 100 students to enroll in the program.

Student involvement in international presentations and activities has increased substantially in the second year because of the new international studies degrees, greater encouragement by the faculty, and increased advertisement through the student newspaper or flyers around campus. Moreover, a number of students actively volunteered to assist with planning, developing, and implementing activities.

The program offers special opportunities to KVCC students. It helps students obtain outside scholarships and travel opportunities and offers meaningful academic choices and career possibilities. The program has been attracting some non traditional students who are pursuing career enhancement, advancement, or life long learning, and it has provided a new, viable option for students in other areas such as the natural and physical sciences, business, health, technical and vocational fields, in addition to many liberal arts fields.

The program has strengthened the college's associate degree and certificate offerings by increasing the number of courses and 200-level transferable courses. This has resulted in stronger articulation with four-year colleges and universities in the region, including a specific institutional articulation agreement.

Finally, the international studies program is playing a part in increasing retention by providing new attractive academic options for some students, offering close academic and career counseling, and promoting student involvement and a sense of belonging. Most students in the program know each other and have developed a feeling of friendship and high spirits.

Formal Assessment Instruments. The faculty were surveyed twice by the participating faculty after workshops, and all the results were analyzed to identify problem areas. The surveys were used primarily to assess their experiences and interests, and the directors found the information useful in planning and implementing the international education project. Evaluations were conducted after each colloquium presentation. Different surveys were conducted, and all were analyzed to identify areas for improvement.

Students evaluate all courses, and even though the standard questionnaire does not address the international modules, students are given the opportunity and encouraged to comment on the courses' international content.

Obviously, the instructors have incorporated new questions and test items that reflect the content of their international modules or course revision. Some faculty offer extra credit as an incentive to students to attend international presentations or activities and report, in short papers, what they learned. This is a good way not only to get students further involved in international issues but also to assess student interest and benefits.

Starting with winter 1991, students in the program had the opportunity to provide suggestions for improvement during the annual meeting. This will continue in future years.

Finally, a knowledgeable external evaluator provided an appraisal of and praise for activities during the first two years.

Future Directions

Given outside funding for the third and fourth year of the project, the process of internationalizing the curriculum will continue. Available funding will be primarily devoted to the business curriculum (phase II of our five-year plan).

Since the majority of the internal funding will be devoted to supporting the academic portion of the program, faculty development opportunities and supportive resources will be limited. Yet, through general college funding and individual or group outside-funding (for example, Title VI, Fulbright, AACJC), the faculty will be encouraged to continue with their professional growth and curriculum improvement activities.

Also, faculty will be supported when they engage in or organize overseas travel and research with other faculty and students.

The international curriculum committee will have the following priorities:

1. Put greater effort into creating closer links between international and multicultural education with our faculty and students by sponsoring appropriate events

2. Support and assist faculty in obtaining adequate enrollments for their new, specialized international courses
3. Place greater effort and resources into advertising the international studies program on and off campus
4. Host international presentations and events that will keep the faculty, students, and community involved
5. Build enrollments for the international studies degrees by creating beneficial services for students, such as individual counseling by the director, opportunities for overseas travel, scholarships, internships, career counseling, and assistance in transferring to a bachelor's degree program
6. Seek additional outside funding from federal, state, nonprofit foundations and business sources
7. Become a catalyst in building consortia networks with regional community colleges
8. Explore and, if appropriate, organize or provide services to local businesses
9. Increase cooperation and sharing of resources with other educational and governmental institutions

Given the impressive momentum and accomplishments thus far in internationalizing the curriculum at KVCC, it is crucial to obtain greater internal allocation of resources for the international studies program, as well as to pursue outside funding. For the coming year we have been able to pursue only outside funding sources, which will not allow for the extensive faculty development that Title VI funding did.

Meanwhile, we are pursuing funding from AACJC and planning to develop either a grant application for Title VIB (Business and International Education Program) or Title VIA (Undergraduate International and Foreign Language Studies) funding. Some faculty are fearful that if outside funding is not forthcoming, the momentum will be lost and most faculty will be less likely to continue or join the internationalization effort of our college. Yet, there is a general faculty development fund and a few secondary special project funds which can be used by individuals or groups of faculty to further pursue curricular or extracurricular endeavors.

Developments by 1992 and Beyond

A needed development is an increase in the enrollment of students in the newly created International Studies Certificate and AA degrees. A good part of the allocation of internal funding is dependent on enrollment.

We need to maintain the strong support of current faculty and continuously attract new instructors to the international studies effort. Currently, 37 faculty are involved.

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We will be strengthening our international business curriculum to better address area business and labor needs, and to develop closer working relations with the community.

Over the next 12 months we should begin the infusion of Asian-Pacific content in art, economics, business, foreign languages, humanities, literature, philosophy, psychology and sociology.

We will be hosting a variety of international and cross-cultural events, and we hope to see a sizeable and successful group of graduates from the program.

Ultimately, our goals are to achieve a highly integrated international curriculum, to institutionalize international education at KVCC, and to provide meaningful service to the community.

International Studies Associate in Arts Degree

1. A minimum of 62 semester hours of credit.
2. At least 6 credits but no more than 9 credits in the areas of English/Communications from the following courses: ENG 110 (English Writing I), ENG 111 (English Writing II), ENG 112 (Business Communication), ENG 113 (Interpersonal Communication).
3. Three credits in the area of Political Science, from the following: PSI 100 (Introduction to Political Science), PSI 101 (American Government), PSI 201 (International Relations), PSI 202 (Comparative Government).
4. At least 6 credits but no more than 12 credits in the area of Social Sciences, from the following courses: BUS 101 (Business Principles and Practices), ECO 201 (Macroeconomics), ECO 240 (International Economics), HRY 100 (History of Western Civilization I), HRY 101 (History of Western Civilization II), HRY 150 (World Civilizations), HRY 207 (History of the Soviet Union), HRY 210 (History of the Far East), HRY 230 (Women in History), PSI 100 (Introduction to Political Science), PSI 201 (International Relations), PSI 202 (Comparative Government), PSY 150 (Introductory Psychology), SOC 102 (Principles of Sociology), SOC 201 (Introduction to Anthropology).
5. At least 6 credits but no more than 9 credits in the areas of Art-Humanities-Philosophy from the following courses: HUM 101 (Modern Culture and the Arts), HUM 130 (Language and Culture), PHI 100 (Great Ideas: In Search of the Human), PHI 201 (Introduction to Philosophy), PHI 205 (Ethics), PHI 209 (Comparative Religions).
6. Eight credits in Science and/or Mathematics from the following courses: BIO 100 (Fundamentals of Biology), BIO 101 (Cellular Biology), BIO 102 (Botany), BIO 103 (Zoology), BIO 120 (Ecology and Field Biology), BIO 121 (Field Studies in Environmental Biology), CHM 100 (Fundamentals in Chemistry), CHM 101 (General Chemistry I), CHM 111 (General Chemistry Lab I), MTH 101 (College Algebra), MTH 110 (Finite

Math), MTH 130 (Introduction to Computers), MTH 140 (Calculus I), MTH 220 (Probability and Statistics), PHY 100 (Fundamentals of Physics), PHY 111 (College Physics I), PHY 221 (Engineering Physics I), PHY 222 (Engineering Physics II).

7. Two credits in Physical Education.
8. At least 8 credits in a foreign language but no more than 12 credits. If foreign language credits were earned in high school with a grade 2.5 or higher, the student should elect the next competency level or the beginning level in a different language: FRL 101 (Elementary French I), FRL 102 (Elementary French II), FRL 103 (Elementary German I), FRL 104 (Elementary German II), FRL 105 (Elementary Spanish I), FRL 106 (Elementary Spanish II), FRL 201 (Intermediate French I), FRL 202 (Intermediate French II), FRL 205 (Intermediate Spanish I), FRL 206 (Intermediate Spanish II), FRL 251 (French Conversation), FRL 255 (Spanish Conversation).
9. At least 21 credits from the following specialized International courses: ECO 240 (International Economics), HRY 150 (World Civilizations), HRY 207 (History of the Soviet Union), HRY 210 (History of the Far East), HRY 230 (Women in History), HUM 130 (Language and Culture), PHI 209 (Comparative Religions), PSI 201 (International Relations), PSI 202 (Comparative Government), PSI 220 (Introduction to Political Geography), PSI 250 (Nuclear and Conventional Arms Issues), SOC 201 (Introduction to Anthropology).
10. Students should choose whenever available from specially designated sections for groups II, III, IV, V and VI, in consultation with the Director of the Program and/or the Counseling Office.
11. A cumulative grade point average of at least 2.0 for all courses attempted.
12. Enrollment at KVCC for a minimum of 30 semester hours of credit.
13. A satisfactory record of conduct.
14. The fulfillment of all financial obligations to the College.
15. The fulfillment of any special requirement which may have been imposed at the time of admission to the College, admission to the program or establishment of a program plan.

International Studies Certificate Degree

1. A minimum of 33 semester hours of credit.
2. At least 3 credits and no more than 6 credits in the areas of English/Communications from the following courses: ENG 110 (English Writing I), ENG 111 (English Writing II), ENG 112 (Business Communication), ENG 113 (Interpersonal Communication), FRL 140 (How to Learn a Second Language).

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3. At least 3 credits and no more than 6 credits in the areas of Arts-Humanities-Philosophy from the following courses: ART 101 (Design and Appreciation), HUM 101 (Modern Culture and Arts), HUM 120 (Honors Seminar), HUM 205 (Man and his Myths), PHI 100 (Great Ideas: In Search of the Human), PHI 201 (Introduction to Philosophy), PHI 205 (Ethics)
4. At least 3 credits and no more than 6 credits in the area of Social Sciences, from the following courses: ECO 201 (Macroeconomics), HRY 100 (History of Western Civilization I), HRY 101 (Western Civilization II), PSI 100 (Introduction to Political Science), PSY 150 (Introductory Psychology), SOC 102 (Principles of Sociology), SOC 200 (The Family).
5. At least 3 credits and no more than 6 credits in the Business and Sciences areas, from the following courses: ACC 101 (Principles of Accounting I), ACC 102 (Principles of Accounting II), BUS 100 (Computer Usage), BUS 101 (Business Principles and Practices), BUS 102 (Mathematics for Business and Industry), BUS 103 (Business Computer Applications), BUS 105 (Management of Marketing Firms), BUS 263 (Management Principles and Practices), MTH 100 (Intermediate Algebra), MTH 101 (College Algebra), MTH 102 (Trigonometry), MTH 110 (Finite Math), MTH 130 (Introduction to Computers), MTH 140 (Calculus I), NRG 211 (Mental Health Nursing Theory), NRG 241 (Patient Care Management), PHY 100 (Fundamentals of Physics).
6. At least 18 credits from the following specialized International courses: BUS 266 (International Business), ECO 240 (International Economics), HRY 150 (World Civilizations), HRY 207 (History of the Soviet Union), HRY 210 (History of the Far East), HRY 230 (Women in History), HUM 130 (Language and Culture), PHI 209 (Comparative Religions), PSI 201 (International Relations), PSI 202 (Comparative Government), PSI 220 (Introduction to Political Geography), PSI 250 (Nuclear and Conventional Arms Issues), SOC 201 (Introduction to Anthropology).
7. Selection of courses for groups II, III,IV and V should be whenever possible from specially designated sections in consultation with the Director of the Program and/or the Counseling Office.
8. A cumulative grade point average of at least 2.0 for all courses applicable to the certificate program.
9. Enrollment at KVCC for a minimum of 15 semester hours of credit.
10. A satisfactory record of conduct.
11. The fulfillment of all financial obligations to the College.
12. The fulfillment of any special requirement which may have been imposed at the time of admission to the College, admission to the program or establishment of a program plan.

International Modules and Courses Developed During 1989–91

1. Demography, Christianity, and the Future (PHI 209), by Bob Badra.
2. In Search of the Human in the Fiji and Tahiti Societies (PHI 100), by Bob Badra.
3. International Marketing (BUS 105), by Dick Barron.
4. Creating a Country Portfolio (ENG 110), by Pat Cherpas.
5. Determinants of Growth and Development (ECO 201), by Ron Cipcic.
6. Language and Culture (HUM 130), by Su Cutler.
7. How to Learn a Second Language (FRL 140), by Su Cutler.
8. The History and Impact of Physics on the World's Development (PHY 100), by Harland Fish.
9. International Management (BUS 263), by Carson Ganser.
10. International Business Communication (ENG 212), by Rob Haight.
11. International Accounting (ACC 101), by Jeff Henderson.
12. Study and Report on Modern World Literature Within its Political-Social-Economic-Cultural Context (ENG 200), by Bill Lay.
13. Child Rearing Practices in the People's Republic of China (PSY 150), by Steve Louisell.
14. Comparative World Literature (ENG 200), by Ron Miazga.
15. World Civilizations (HRY 150), by Tom Oberlink.
16. Comparative Analysis of the Processes of Political Evolution (PSI 100), by Tom Oberlink.
17. Culture and Person Centered Care (NRG 211), by Helen Palleschi.
18. The World Through the Sociological Lens (SOC 102), by Dick Phillips.
19. Cultural and Religious Sensitive Patient Care Delivery (NRG 241), by Carol Roe.
20. Mathematics and Developing Countries (MTH 100), by Mark Sigfrids.
21. Indian Philosophy and the Nature of Perception (PHI 201), by Kathy Smith.
22. World Hunger and Economic Justice (PHI 205), by Kathy Smith.
23. Asian-Pacific Aspects in the Design of Motifs (ART 101), by Arleigh Smyrnios.
24. International Economics (ECO 240), by Theo Sypris.
25. Nuclear and Conventional Arms Issues (PSI 250), by Theo Sypris.
26. International Trade and Finance (ECO 201), by Theo Sypris.
27. Spanish Language (FRL 105 and FRL 106), by Jonnie Wilhite.
28. French Language (FRL 101 and FRL 102), by Jonnie Wilhite.

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The Humanities Department's Asian-Pacific Focus

Robert Fearrien & Loretta Pang
Kapi'olani Community College

The goal of internationalizing the humanities curriculum at Kapi'olani Community College (KCC) has grown out of a widely shared awareness of the unique relationship of Hawai'i to its Asian and Pacific neighbors. Hawai'i's mid-Pacific location and its multiethnic demography and culture have made the instructional emphasis relatively easy to implement. For decades, academic and political leaders have urged educators to provide students with an international education. KCC's response is the development of an Asian and Pacific emphasis in the humanities curriculum.

Planning documents for the University of Hawai'i and more specifically for the community colleges remind us of the importance of international education. A recent publication of the task force for the reexamination of the community colleges' associate degree, entitled *A Blueprint for Learning* (1985–88), states:

> The college experience is meant to foster exploration of diverse world values, cultures, institutions, philosophies, and beliefs, and consequently should instill in the student a desire to grow and change, to be open-minded, to respect and tolerate ideological/ethnocentric differences of others, to develop intellectual curiosity and the appreciation for lifelong learning, and to possess the necessary ethical principles and world view to fully participate as responsible, informed citizens of the State of Hawai'i, the United States, and the global community.

Two subsequent planning documents issued in 1990 by the Office of the Chancellor for Community Colleges, University of Hawai'i, affirm the chancellor's commitment to internationalizing education. The first, *Visions: Toward the 21st Century; A Guide to Educational Development for Hawai'i's Community Colleges*, states: "To meet our responsibilities of preparing our students for the future, we must arm them with the necessary knowledge and skills to excel in the international arena." The second, *Expanding Horizons: A View Toward the 21st Century*, offers "A Commitment to Enhancing Hawai'i's Pacific/Asia Role" and a series of "actions" and "targets" to be addressed in fulfilling that commitment.

Each college in the system furnishes its own plan for internationalizing education. The current draft of KCC's Academic Development Plan makes explicit its curricular emphasis in international education, with a focus on Asia and the Pacific. Indeed, from its inception, the college has offered a variety of courses in

A Balinese priest, who teaches and trains young Hindus in the lore of the past, poses in front of a temple in Bali, Indonesia.

Thai Buddhists lighting candles and holding lotus flowers at temple Doi Suthep.

international education, including courses in world civilization, Asian art history, ethnic music and dance, Asian philosophy, world literature, and world religions.

Planning and Implementation

The college's adoption in 1986 of an Asian-Pacific emphasis added new impetus to the department's commitment to international education. The college received a Title VI federal grant for the Asian-Pacific International Education Project (August 1, 1987–October 31, 1989). This grant made possible the planning and implementing of faculty and curricular development in Asian-Pacific Studies.

A summer institute was held in 1987, as a catalyst for faculty development and curriculum planning. A number of faculty members from various disciplines in liberal arts and vocational areas met for a week of workshops. Each participant furnished a proposal for a project to be implemented during the following fall semester. Six of the 20 participants were from the humanities department. Their projects ranged from infusion of Asian-Pacific content into existing courses to culture-sensitive educational strategies. Project titles included "Myth and Meditation in Asian and Western Religions," "Music Cultures of Asia and the Pacific," "Asian Poetry," "Asia and the Pacific in a World Civilizations Focus," and "Incorporating Educational Styles Intrinsic to the Subject Matter's Country of Origin into the Current Range of Teaching Methods."

The humanities department has provided leadership for Kapi'olani's Asian-Pacific Emphasis (KAPE) by furnishing one of the two coordinators. This early involvement has had a positive effect on department participation: within the department, unusually cordial professional relations have ensured good communication and an enthusiastic exchange of ideas with our colleague coordinator and ready support for activities in developing the emphasis.

The department has contributed to KAPE in other ways as well. A second summer institute was held under the Title VI grant to plan certificate programs with an Asian-Pacific emphasis for liberal arts students. The department played an important role in the design of these programs, and humanities courses provide Asian-

Pacific content to support these programs. An idea germinated at the institute led to the design of a new course entitled Asian Perspectives for vocational students. This course is interdisciplinary in content, combining the perspectives of the humanities and social sciences, and is team-taught by a humanities and a social sciences instructor. The department recently developed a course in Pacific Islands history (see Cole in this volume) to provide a cornerstone for the Pacific portion of KAPE and to complement the Pacific Islands anthropology course in the social sciences department.

The department currently offers the following courses with Asian-Pacific content:

- ART 280, *Introduction to Eastern Art:* An exploration of various art forms from India, China, Japan, Korea and Southeast Asia
- ASIA 100, *Asian Perspectives:* An interdisciplinary examination of contemporary Asia, systems of values and their expression, social institutions, and current issues of South, Southeast and East Asia
- DANCE 212, *Ancient Hawaiian Dance:* Beginning ancient hula, its repertoire and techniques
- EALL 271-272, *Japanese Literature in Translation:* A survey of major literary forms from the earliest era to the present
- ENG 253-254, *World Literature:* An investigation of major authors from classical, medieval, Renaissance, and non-Western culture; the modern period from the Enlightenment to modernism
- HIST 151-152, *World Civilizations:* An interpretive survey of the development of civilization
- HIST 224, *History of Hawai'i:* The economic, political and social history of Hawai'i from the pre-European contact era to the present
- HIST 241-242, *Civilizations of Asia:* A survey of South, Southeast and East Asia, with emphasis on the development of distinctive civilizations and their interactions and transformations from prehistory to the present
- HIST 288, *Pacific Islands History:* Survey of Pacific Island history. Development from first settlement to modern times: early settlement, culture contacts, colonization, decolinization, contemporary problems
- HUM 100, *Themes in the Humanities:* An introduction to the Humanities focusing on the history, philosophy, religion, literature and the arts among civilizations of the world
- MUS 107, *Music in World Cultures:* An examination of music of different cultures as cultural product and process; sound organization, with particular emphasis on the music of Asia and the Pacific
- MUS 201, *Vocal Ensemble:* Rehearsals and performances of the performing group Maile Aloha Singers
- PHIL 102, *Introduction philosophy—Asian Traditions:* A survey of the major schools and themes of Asian philosophy

- REL 150, *Introduction to the World's Major Religions:* A historical survey of the major world religions, designed for an understanding and appreciation of these religions and their cultural influences on history
- REL 209, *Contemporary Religions:* A study of contemporary transformations of traditional religions and new expressions of religion in the 20th century
- SSCI 120, *Hawai'i's People:* An examination of the history and sociology of immigration, assimilation and adaptation, and the unique mix of cultures in Hawai'i (offered in association with the social sciences department)

The department also supports KAPE on an informal level. At department meetings the relationship of the emphasis to curricular offerings has been discussed. Much one-on-one discussion occurs as well with individual members sharing information and expertise and exchanging strategies to achieve the emphasis goals.

The department recognizes the importance of building a faculty with expertise in Asia and the Pacific. To this end, advertisements for both full-time and part-time lecturer positions in most humanities disciplines include a reference to desirable Asian-Pacific background and/or professional training, so that new hires can help the department achieve the goals of the emphasis. In applying for individual grants, and sabbatical and other leaves, department members often submit proposals that reflect the objectives of the emphasis. In decisions for promotion and tenure, the applicant's support for and participation in instructional programs directed toward KAPE are considered. In decisions to hire or rehire lecturers, attention is paid to the lecturer's participation in the emphasis and efforts towards developing materials and strategies supportive of international education.

One concern of the department has been acquisition of instructional materials to support the emphasis. The department has used its supplies budget to purchase slides, videos, audiotapes, and musical instruments that will be useful. Department members regularly recommend to the library titles of books and audiovisual materials on Asia and the Pacific.

In its annual and five-year self-assessment reports, the department reviews its accomplishments, goals and projections, taking into account participation in KAPE. Individual faculty members regularly and enthusiastically participate in the activities of the Asian-Pacific festival held on campus in the spring. They work with students from their classes on food and information booths. They also encourage students to submit papers for the annual International Festival Student Conference. The papers are drawn directly from course assignments which faculty develop in response to the general theme of the conference, for example, Life Forces: East and West, Origins: East and West, and Rhythms: East and West.

Assessment

Successes. Whatever successes the department—and by extension, the college—has had in developing and implementing KAPE goals may be attributed to strong

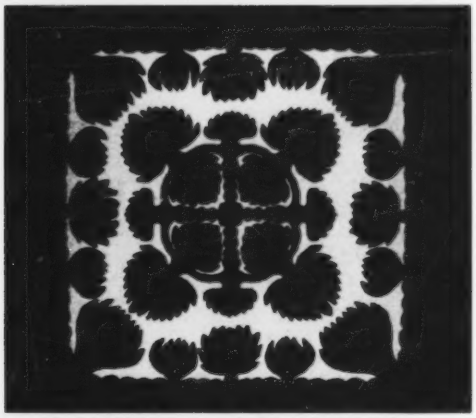
administrative and faculty support. The department has always received warm support from the administration for its efforts in internationalizing curriculum. It was administrative proposal writers, with the assistance of faculty, who secured the Title VI grant that supported the development of KAPE. Administrators have frequently sat with faculty in workshops, providing feedback and advice. The administration has consistently emphasized the importance of hiring new faculty with Asian-Pacific interests and expertise. For example, a history position was redefined to include expertise in Pacific Islands and world civilizations. Another factor contributing to success has been strong faculty support and participation. The faculty voiced the need for the college to provide a curricular focus on international education, and the inspiration and promotion of the emphasis came largely from the faculty. From its inception, therefore, the emphasis was not burdened by the perception that faculty were merely complying with an administrative directive. Faculty members have always provided the leadership for the emphasis.

Challenges. More faculty involvement and more readily apparent results achieved through new instructional approaches are needed. Even more faculty commitment is desirable, although the department takes pride in the amount that has been offered. More faculty initiative in developing student and faculty exchanges might be necessary in time. Considerable benefit might also be derived from more faculty travel in Asia and the Pacific, more self-initiated faculty development strategies for acquiring language skills and deeper knowledge of those regions, more time for development and enrichment of courses, and more time for reading and sharing of ideas.

One problem is that faculty may simply fail to seize opportunities or initiatives to infuse new materials and expand the content of courses now being taught, a consequence, perhaps, of lack of communication within the department. Another problem is the extraordinarily time-consuming and cumbersome process required to receive approval beyond the department level for alterations to existing courses or for new course proposals. Greater flexibility in the curricular process would encourage more faculty to participate in curriculum development.

Related to the issue of hiring and developing faculty to support KAPE is the matter of the department's heavy reliance upon part-time lecturers. Although these lecturers are professionals who are competent in their disciplines, they may not share the opportunities for or perhaps may not have the commitment to professional development on a par with full-time faculty. For example, part-time lecturers may not have the income or inclination to travel and study in pursuit of Asian-Pacific instructional goals. They also might not have the leverage and therefore opportunity of full-time instructors to secure grants, attend conferences, or gain access to faculty development funds.

Recommendations. How can the success of KAPE be ensured? Are there lessons to be learned from our experiences? First, we have discovered the need to carefully coordinate curricular changes with other departments of the college.



Hawaiian quilting is an adaptation of the New England tradition and infuses local plant motifs into the design.

When a change in an existing course or a new course is under consideration, the chair of the department that is making the change should meet with the chair of the department that may be affected by the change. Eliciting feedback at this stage is healthy as colleagues from another department may have valuable insights and suggestions; also, future conflicts and resistance may be avoided when course proposals move beyond the department level. Equally, there is an urgent need for the counseling staff of a college to be clearly informed of the nature and expectations of the new course so that counselors are prepared to support the course and provide appropriate guidance to students concerning prerequisites, attendance expectations and writing requirements, and usefulness for transfer into specific programs at other colleges and universities. As a college, we sometimes fail to communicate and consult effectively.

Second, all projects have a life span. Task forces and those who volunteer to work on an emphasis should recognize the stages of development and maturation involved. During the stages of gestation and infancy when, in our case, stipends were granted for participation and implementation of self-initiated projects, enthusiasm is apt to be high. Faculty are excited at the possibilities of growth and change and stimulated by the shared sense of purpose. When the infusion of curricular concepts and introduction of new courses are well underway, the emphasis has reached maturity. Those among continuing faculty who are likely to be voluntarily engaged already are, and the focused energy of the original group may well dissipate. We have observed these stages in the developmental process of the emphasis among faculty in our department. The stage probably has been reached when regular meetings of a large group are unnecessary and a reformulation of strategy to sustain the emphasis is in order. The group might well choose to elect representatives to serve as continuing members of a core group, with ad hoc committees and memberships formed for specific tasks, such as the annual international festival. New faculty, of course, must always be approached, introduced to KAPE, and encouraged to take advantage of the opportunities and confront the challenges presented.

Future Directions

The department perceives the need for additional course offerings to further expand and complement the humanities curriculum. A case in point is a course,

Chinese Literature in Translation, instructed by a person whose basic discipline is literature. Another course, Japanese Literature in Translation, has been in our curriculum for several years. The humanities faculty could be more forthcoming in its participation in the honors program and develop courses with specific Asian or Pacific content. The department might plan together for a regular rotation of proposals from its various disciplines for inclusion among honors courses.

The department needs to organize its offerings in such a way that its Asian-Pacific courses can be clearly identified in the college catalog. At the same time, the department might well reexamine the various disciplines of the humanities and try to ensure that each has at least one course with Asian or Pacific content. These courses would then be identified in the catalog as appropriate for the proposed new certificates in Asian-Pacific studies.

Hawai'i's People: Social Science 120

Jane Fukunaga & Robert Fearrien
Kapi'olani Community College

In Hawai'i's People, a course with roots in the ethnic studies movement of the 1970s, students examine ethnic relationships in Hawai'i from historical, sociological, anthropological, and cross-cultural perspectives. The course begins with a unit involving community investigation and consideration of local ethnic characteristics. The next unit of study covers the history of ethnic groups in Hawai'i. The course closes with an analysis of ethnic identity within a personal and group context. Two instructors, one from history and one from political science, team-teach Hawai'i's People, which has become the largest enrolled course on campus.

Planning and Development

During the early 1970s, college faculty members applied for and received a federal grant to design a course involving inter-ethnic activities. Faculty from various community colleges in the University of Hawai'i system and students from Kapi'olani Community College helped plan the course. The project was entitled The Aloha Spirit and furnished the framework and basic thinking for Hawai'i's People.

Implementation

From the beginning, this course was intended to emphasize basic human commonality and sharing, not ethnic separatism in which students pursue studies of their own ethnic groups. The course encourages participation by students from all ethnic backgrounds and all fields of study and is not oriented to any set political or social theory. It is open to all individuals who seek to exchange a variety of viewpoints and experiences. Scholarship (studying, research, and community investigation) is stressed.

This course draws heavily upon student involvement. The first activity sets the tone for the course. The Treasure Hunt, done in groups and consists of two parts: object-gathering, in which students are expected to bring to class a variety of ethnic artifacts found in their homes or community, and completing a crossword puzzle, which can only be done by referencing community and library resources.

At the end of the first unit, the entire class goes to Chinatown, the cultural heart of the city, to experience firsthand a still vital ethnic enclave. After walking through Chinatown, students gather in a conveniently situated public square to

discuss the cultural characteristics of the community life that they have just observed.

The next activity, the Cultural Event exercise, taps into the ethnic richness of the community by requiring students to attend two cultural events (for example, a Japanese *bon* dance or a Greek festival) and to report on these events in small groups. Students are also required to visit two historical sites (the Mission Houses dating back to the 1830s and the Bishop Museum, a repository of Hawaiian and Pacific cultural and historical materials) and to submit written reports on their visitations.

In addition, students examine contemporary ethnic issues or problems, analyzing them in oral reports which include historical background and alternative solutions to perceived problems.

At the end of the semester, in an effort to bring all their research back to their own experiences, students carefully plan, organize, and present a consideration of ethnic group values, attitudes, behaviors, and problems in a historical and contemporary context. Students focus on the ethnic group with which they most identify, and the resultant presentations reflect the ethnic composition of the class.

During the semester, the students also write an autobiography that examines ethnic influences on their lives. This is accompanied by a family genealogy that indicates family origins and ethnicities. An alternative exercise is an oral history derived from an interview, with someone who has lived in Hawai'i at least 50 years, in which the subject is asked about changing ethnic patterns. Interspersed with these activities are lectures and group discussions on related topics.

Two generations of women from Bali, Indonesia.

Hmong grandfather and child of North Thailand.

Assessment

After 18 years of evolution, the course is time-tested, and the activities described above work. The course is almost teacher-proof, and for that matter, also student-proof. Students who might be unresponsive in other courses find themselves caught up in the activities and excitement of this course, and therefore become active learners, searching out elements of their own and group identity. Discarded

from the course have been exercises which are too time-consuming, such as simulation games and an exploration of stereotypes in which students recorded their responses to and analyzed ethnic stereotypes. In the early stages, class groups planned for and arranged visitations to more historical sites in Honolulu, but there was simply not enough time.

Instructors at other colleges wishing to design similar courses should include in the planning stages colleagues from various disciplines and students who can provide special perspectives on the activities portion of the course. They ought to consider self-selected teaching teams and use as many pertinent community and academic resources as possible.

Future Directions

Students continually ask the instructors for a follow-up course, taking their knowledge and skills into other avenues of study. At one time, students voluntarily planned and initiated a semi-independent study course with the assistance of the instructors. There certainly is enthusiasm for an extension of Hawai'i's People. The course fits logically into the Asian-Pacific theme because it begins where students live in these Hawaiian Islands, where Asian and Pacific cultures meet.

Asian-Pacific Emphasis in the Social Sciences

Jane Fukunaga
Kapi'olani Community College

The social science department at Kapi'olani Community College has been at the vanguard of Kapi'olani's Asian-Pacific Emphasis (KAPE). The department offers courses for both the transfer and non transfer student. The primary disciplines include American studies, anthropology, economics, family resources, geography, political science, psychology, and sociology. Also included are several interdisciplinary courses: Social Science 120, Hawai'i's People; Asian 100, Asian Perspectives; and Social Science 100, Introduction to the Social Sciences.

Planning and Development of KAPE

The department has been actively involved in KAPE since its inception. The department's involvement can be attributed to three factors: faculty interest, faculty leadership, and the Asian-Pacific summer institutes. Prior to the introduction of the emphasis, several faculty members had academic expertise in Asia and the Pacific and a keen professional and personal interest in the area. Thus, when the college adopted the emphasis, many eagerly volunteered to join the task force.

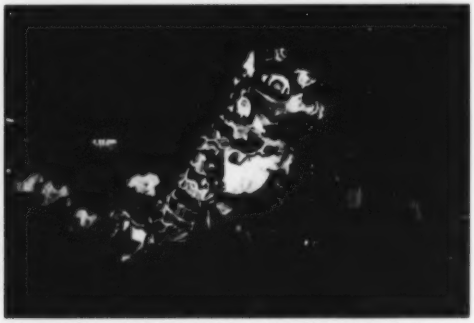
Two of the KAPE coordinators have been members of the department. Through their leadership, the department has been kept informed about the emphasis, and this has encouraged other members to join the effort. This leadership has proven to be a key factor in the success of the emphasis within the department.

To promote faculty participation, the college sponsored two summer institutes. Virtually all social science disciplines were represented in the institutes. Faculty participants were selected on the basis of project proposals incorporating Asian-Pacific themes, and the proposed projects acted as catalysts for increased participation in the emphasis. In addition to stimulating faculty involvement, the summer institutes provided an academic and organizational foundation for the inclusion of Asian-Pacific material within the curriculum. The projects spelled out specific mechanics and details of implementation, taking the emphasis beyond a philosophical commitment.

The department's current involvement is reflected in four different areas:

- Creation of courses dedicated to Asia and the Pacific

Ho'oulu Richards, kumu hula, chants ancient Hawaiian poems that communicate to young Hawaiians the knowledge of their ancestors.



Chinese New Year lion dance in Honolulu, Hawai'i, is attended by many and provides continuity, for the Chinese community, of traditions brought from China.

- Inclusion of Asian-Pacific related topics and texts within established courses
- Participation in campus activities related to KAPE
- Professional development and participation in community activities related to KAPE

Courses Dedicated to Asia and the Pacific. A number of courses primarily dedicated to Asia and the Pacific have been developed. Anthropology 235, Introduction to the Pacific Islands, covers highland New Guinea, island Melanesia, Western and Eastern Polynesia, and Micronesia. Two other similar courses are team-taught, interdisciplinary social science-humanities courses: Social Science 120, Hawai'i's People, and Asian 100, Asian Perspectives. Anthropology 235 and Social Science 120 existed prior to the emphasis, but Asian 100 was designed specifically for this new program. Department members are currently planning an interdisciplinary course focusing on the Pacific and incorporating economics, geography, culture, and cross-cultural psychology.

Asian-Pacific Topics within Existing Courses. Probably the major area of success of KAPE has been the faculty's incorporation of relevant content within existing courses. Virtually all courses in the disciplines within the department include references to Asia and the Pacific. A student enrolled in social science courses cannot avoid learning about Asia and the Pacific. Asian-Pacific topics have been incorporated into many of the courses.

American Studies 211, Domestic Issues, and American Studies 212, Foreign Policy: Both courses deal with contemporary issues by giving students a better understanding of the values which comprise the American character. Further, these courses help students to understand how Americans have historically viewed themselves in relation to other cultures and how they have been viewed in return. From these courses students gain a better understanding of the cultural barriers between Americans and others which create the misunderstandings that have often characterized recent American foreign policy. The American Studies

instructor utilizes textbooks pertaining to America's relationship with Asia. Specific topics discussed are America's involvement in Vietnam, American imperialism in Asia, and Asia as an economic and political force.

Anthropology 150, Human Adaption: An examination of the processes and stages of human evolution and analysis of human biological and cultural variation. In this course, Pacific migration theory is discussed, and students are encouraged to write research papers on early Hawaiian sailing, navigation, settlement, and cultural evolution, as well as on recent immigrations of ethnic groups to Hawai'i.

Anthropology 200, Cultural Anthropology: An examination of the concept of culture, with a focus on culture as an adaptive strategy developed by human populations in response to their environment. Major topics of the first half of the course include Mead's cultural deterministic research from Samoa, Hawaiian cultural evolution, Malinowski's classic fieldwork from the Trobriand Islands, and cultural ecological perspectives utilizing Polynesian and Asian fieldwork. The second half of the course discusses the political, economic, religious, and social institutions; Malinowski; Wallace's cargo cults of Melanesia; Samoan oral histories; the Indian dowry system; the Subanum practice of brideprice and brideservice; educational research conducted in Hawai'i, Samoa, Tonga, and Micronesia; and gender issues from local intercultural marriages.

Anthropology 210, Archaeology: An introduction to prehistoric archaeology and methods and techniques of excavation and laboratory analysis, with a brief survey of man's cultural growth in prehistoric times. In this course, archaeological evidence concerning Hawaiian cultural evolution is considered. Other major topics include Polynesian settlement theory, Chinese archaeology, and the Harappan culture.

Economics 120, Introduction to Economics; Economics 130, Principles of Economics (MicroEconomics); and Economics 131, Principles of Economics (Macro-Economics): In addition to general concepts and principles, these courses cover specific topics pertaining to Asia. Topics include the reasons for Japan and other Asian nations becoming formidable economic competitors to America and the global impact of Japan's economic and investment policies. Asia and Pacific case studies are used to illustrate economic theory.

Geography 102, World Regional Geography; and Geography 151, Geography and Contemporary Society: Asia and the Pacific are an integral part of the content in both courses. Special attention is paid to the NICs (Newly Industrialized Countries), as well as Japan and China.

Political Science 110, Introduction to Political Science; and Political Science 220, Introduction to World Politics: Since this field is in a constant state of flux, textbooks are continually being changed, but the instructor attempts to adopt texts which discuss Asian political order. Specific topics are the third world, with a specific focus on South and Southeast Asian nations; ideologies with an emphasis on Asian communism; comparing Western and Asian political cultures; parliamen-

tary systems with reference to the Japanese Diet; and international trade and politics examining Japan's economic power. Students are required to write research papers on a particular nation and region. Naturally, research on Asian-Pacific topics is highly encouraged by the instructor.

Psychology 100, Survey of Psychology; Psychology 170, Psychology of Adjustment; and Psychology 240, Developmental Psychology: In addition to general concepts and principles, specific topics includes a comparison of child-rearing practices between Japan and the United States and cross-cultural differences in perception and personality. In several courses, students are also required to read psychological journals and to write a paper about cultural differences.

Sociology 100, Survey of General Sociology: While the focus is on American social institutions and the American value system, social problems of Asian nations are discussed.

Cocurricular Activities

Involvement in KAPE goes beyond the classroom. Social science faculty members have been actively involved on campus, promoting the emphasis among students and peers. Social science faculty have served as members or coordinators of the KAPE task force, co-coordinator of and contributors to the Asian-Pacific festival, organizers of and advisors to PASA (Pacific Asian Students Association), host families to international students, organizers of Asian-Pacific symposiums on campus, and exchange faculty to Japan. This extracurricular involvement is important because it further stimulates student and faculty interest and involvement, and provides avenues for further intercultural contact.

Professional Development

Another component leading to the success of the emphasis among the social science faculty is professional development undertaken by the faculty. Faculty members have enrolled in courses at University of Hawai'i at Manoa, attended numerous informal seminars and other activities offered within the community, travelled to and performed fieldwork in Asia and the Pacific, and served as resource persons and speakers for different local organizations. They have presented papers on Asia and the Pacific at national conferences, received grants to conduct research on Asia and the Pacific, published papers in academic journals, and served as consultants to Pacific Island institutions. Social science faculty have also served on the board of directors of different community organizations related to Asia and the Pacific.

Assessment

Members of the social science faculty were queried about the success of KAPE within their particular courses and the college. In general, the faculty responded that the inclusion of Asian-Pacific content in their courses was most successful and rewarding, stating that the students seemed to be interested. The faculty found most rewarding the students' realization that they are a part of a highly interde-

pendent world. The faculty also related the following pitfalls of emphasizing Asia and Pacific within their courses: the time constraints of the semester and the requirements of an introductory course which, in turn, limits the expansion of Asian-Pacific-related topics; the difficulty of finding appropriate curricula; and the overemphasis on Japan at the expense of other Asian nations.

While the majority of faculty felt that KAPE has had a positive effect on the Kapi'olani community and that it should be continued and nurtured, some expressed reservations. Individuals felt that the emphasis was initiated by the administration and drained resources from other programs on campus; that the strongest supporters of the emphasis were among the humanities and social science departments since the emphasis is more difficult to implement in other departments; that there was too much emphasis on Asia and not enough on the Pacific; that faculty members adopted the emphasis too quickly, thereby tainting the academic integrity of the discipline; and that the task force may have served its purpose of preliminary organization and implementation and no longer needs to meet as a large group.

Future Directions

In the future, the department will introduce an interdisciplinary Pacific Islands course to complement Asian 100. Currently, all social science faculty are actively involved in the emphasis and intend to infuse more Asian-Pacific topics into their courses. In the departmental evaluation, instructors made the following recommendations:

- Reexamine the necessity for the task force.
- Bring more speakers on Asian-Pacific topics to campus.
- Have more summer institutes.
- Have a centralized Asian-Pacific curriculum resource bank on campus.
- Continue to hire faculty members with Asian-Pacific expertise.
- Promote faculty exchanges with Asian-Pacific institutions.

Summary

In conclusion, it can be said that the Asian-Pacific emphasis has been a success within the social science department at Kapi'olani. Since its inception, the department has been enthusiastically involved. This commitment is largely due to faculty interest, departmental leadership and the summer institutes. The department has incorporated the emphasis in four ways: the development of courses exclusively dedicated to Asia or the Pacific, the incorporation of Asian-Pacific material within existing courses, participation in related extracurricular activities on campus, and professional development. In general, the department strongly supports the emphasis although reservations have been expressed. The department realizes that involvement ultimately benefits the students.

Designing an Asian Perspectives Course

Jane Fukunaga & Loretta Pang
Kapi'olani Community College

The adoption of Kapi'olani's Asian-Pacific Emphasis (KAPE) as a major curriculum and staff development goal provided the context and means for developing a course on Asia to address the needs of career-oriented vocational students while fulfilling the mandate of the emphasis. We have taught Asia 100, Asian Perspectives, with a measure of success for three semesters, and we continue to refine it as we detect shifts in our student clientele and as other resources become available.

The Setting

A campus-wide awareness of the desirability of internationalizing education led to the adoption of KAPE in 1986. The administration initially took the lead in bringing together faculty from different departments to discuss and identify specific interests and common goals. To represent this shared effort, the first two coordinators were drawn from different areas: business education and the liberal arts. A volunteer task force of faculty with interest in international education, especially in Asia and the Pacific, came together for brainstorming sessions to develop goals and a plan of action to establish this major emphasis. Our concerns and interests seemed to fall into three broad categories: curriculum expansion and modification, staff development, and campus and community awareness.

Staff from the office of the chancellor of community colleges entered the picture to give direction and impetus to KAPE. The chancellor's staff assisted in writing and submitting a Title VI grant proposal for internationalizing education for a consortium of several community colleges in the University of Hawai'i system. KCC took the lead, and its dean of instruction served as principal investigator of the Asian-Pacific International Education Project. The grant proposal was approved and made possible a one-day conference on the status and direction of international education in the community college setting; it also provided a forum for sharing of experiences and building networks among faculty. The grant also funded staff development activities and curriculum development and expansion.

Two Asian-Pacific summer institutes for faculty were held at KCC in 1987 and 1988. Out of these sessions came blueprints for the development of the foreign languages program, the infusion of Asian-Pacific content or international issues into existing courses, and the creation of a new course designed specifically for career-

Village children of East Java, Indonesia, follow Islam, the religion of their parents.

A Hmong child of North Thailand.

oriented students. Although liberal arts courses on Asian history, art, and philosophy already existed in the AA curriculum, there was no course on Asia that would satisfy general education needs of students in other degree programs. The proposed course, which would be called Asian 100, Asian Perspectives, was intended to fill this need.

From its inception, Asian Perspectives drew from the inspiration of a broad range of ideas and recommendations from vocational as well as liberal arts faculty, and the course proposal was eventually approved. In the earliest stage of discussion at the summer institutes, we recognized that the liberal arts faculty were likely initiators of the new course for several reasons: such a course would easily fall under the rubric of general education; liberal arts faculty with expertise in the region expressed interest in developing such a course; and course content would be greatly enriched by incorporating the perspectives of several disciplines.

We formed a self-selected teaching team, one from the humanities and one from the social sciences department. We had experience in team-teaching, had traveled in Asia, and could handle two Asian languages with varying proficiency. We were also willing to undertake the tedious process of guiding the course proposal through the stages of approval beyond the departmental levels. Administration readily gave us support, and one of us received a reduction in teaching load to work on developing the course; the other incorporated this project into her ongoing work as KAPE coordinator.

Planning and Implementation

We began our planning buoyed by the possibilities of crafting an exciting course that would not only serve student needs, but also be a forum for sharing our own personal and professional interests in Asia. We were fortunate in having colleagues from the vocational areas who gave many suggestions and offered words of advice and encouragement. The enterprise was not without its cautionary aspect: we intended to draw from the content, methodology and perspectives of both the humanities and social sciences, but we realized the time limitations of a semester of 16 weeks and recognized the danger of trying to cover too much. Moreover, as our vocational colleagues warned us, our intended clientele had special characteristics that distinguished them to some degree from our usual liberal arts students. Our colleagues advised us to take into account the strong goal-orientation of vocational students. Beyond the classroom, vocational students may also prefer opportunities for experiential learning that would be useful to their career goals. We took this advice to heart.

Certain kinds of content and approaches seemed most appropriate for the course we wanted to develop. We concluded that any one-semester course on contemporary Asia for students who would be employed in environments where they would deal with people from Asia or who would themselves be working in Asia should provide the following: knowledge of geography, an introduction to systems of values and their expression, a survey of historical experiences, and an examination of social institutions and current issues. We were also concerned about fostering sensitivity to culture in its many aspects, ranging from gender and social roles, food and its ritual uses to aesthetics. In its final form, the Asian Perspectives curriculum proposal listed the following course objectives and student competencies:

- Develop an appreciation and awareness of Asia
- Develop an understanding of the environments and experiences of Asian peoples
- Analyze events and conditions in contemporary Asia and options for the 21st century
- Demonstrate an understanding of political, social, cultural, economic and other contributions of Asian civilizations
- Critically examine the values of various Asian groups
- Demonstrate familiarity with the geography of Asia and its interrelationship with the rest of the globe
- Analyze contemporary issues and views of Asian peoples reflected in the mass media and other sources
- Demonstrate an understanding of Asian cultural traditions, including their value systems, institutions, aesthetic expressions and their contemporary relevance
- Identify the importance of different political, social and religious traditions of Asia

- Identify and explain ethnicity in the Asian context
- Demonstrate familiarity with the disciplines within the social sciences and humanities

In developing teaching units, we selected activities and assignments that drew from the culturally rich Honolulu community and that fostered working together in groups. However, we would not abandon traditional lectures, audiovisual materials, and guest lecturers in our search for meaningful experience and variety. The semester schedule divided easily into three main units: Introduction to Asia, embracing geography, history, thought, beliefs and institutions; The Realm of the Senses and Order, examining aesthetic values, food in Asian culture, and systems of order (caste, class and gender); and Asia Today, focusing on current political orders and conditions, the search for wealth and stability, and speculation on the future of Asia. Students are tested at the end of each unit. Course requirements included three response papers for field trips, participation in group projects and presentations, and an appropriately researched career exploration paper. We visit a Buddhist temple and a Shinto shrine, roam Chinatown, explore the Honolulu Academy of Arts, and participate in KCC's annual international festival during the spring semester (see volume II). Map and current event exercises are a regular feature.

The course received the approval of the faculty senate and was taught for the first time in fall 1989. Prior to registration we solicited the assistance of counselors and program advisors to encourage vocational students to enroll in the course, and we distributed flyers about the course around campus. Enrollment was light, as expected, for a new course. Since then enrollment has increased and remained steady for each succeeding semester.

Of the various assignments, two have been especially successful. One concerns food and culture. KCC has strong programs in food service and hospitality education, with state-of-the-art kitchens, including specially designed facilities for Asian and Pacific cuisine. This assignment was intended to provide other dimensions of information and experiences to students in programs such as these and, more generally, to students intending to work in Asia. South, Southeast and East Asia are designated as core areas. Students choose from among the core areas, and in small groups, decide what region or country to examine. For example, students interested in Southeast Asia may work on island (Indonesia or Philippines) or continental (mainland states) cuisine; usually two groups are formed, one selecting an island culture and the other a mainland culture. Students who opt for East Asia divide into three groups, representing Korea, Japan, and the People's Republic of China. Only one restriction applies in this exercise: students must select a region or country other than their own in order to learn about other parts of Asia.

The objective is for students to acquire an understanding of the food resources, methods of preparation, rituals, social relationships, and traditions associated with the kinds of foods, their uses, symbolism, and forms of presentation unique or significant to the selected culture. Each group shares its new found expertise in

a formal lecture-demonstration, complete with table setting, special dishes prepared ahead of time (or sometimes made in class!), and relevant uses of maps, menus and role-playing. In the process, students develop an appreciation for the economics of food and the many facets of culture reflected through food and eating. For example, the groups studying East Asia must deal with the economic and social significance of rice production and the values reflected in its uses and symbolic associations. Students also develop sensitivity to the importance of etiquette in other cultures and, sometimes, an understanding of heretofore mysterious Asian foodstuffs. Sampling the dishes at the end of each group's presentation is always a gastronomic highlight of this assignment.

The other successful assignment might be considered a term paper in standard liberal arts classes. We devised this research project as a serious career exploration exercise to encourage students to investigate career opportunities and requirements for achieving such goals. As a form of reality testing, the assignment forces students to sharpen their career plans. To complete this assignment, students select an Asian country, define career goals, and develop detailed plans of action, with accompanying background information, for doing business or working in that country. Depending on his or her major, the student selects from among the following alternatives:

1. Enter the employment market in his field: The student investigates the living and working conditions, requirements, and etiquette and procedures in the foreign country of choice; further, he anticipates events five years after entry into this field.
2. Market an idea or product in that country: The student investigates the conditions, requirements, and procedures involved in marketing a product in the country. For example, he studies the, social and economic conditions, values, local competition, protective laws, tariffs, consumer patterns, and networking that would help or hinder acceptance of the idea or product; applicable U.S. laws, regulations, and assistance for such a venture; a plan of action to market the idea or product.
3. Start a business in that country: The student investigates the conditions, requirements, and procedures, including licensing, involved in starting a business; labor requirements and laws concerning wages, unions; political, social, and economic conditions that make the location a stable or unstable place to do business; contacts and networks necessary to succeed; and investment needed for the setup, including land, plant, and labor costs.

Assessment

After several semesters, Asian Perspectives is an established part of the curriculum and accepted by students as an interesting course. It provides an introduction to Asia with a more practical objective than the 200-level, two-semester course on Asian history in the liberal arts core curriculum. Some of the activities and assign-

ments have proven very successful; others, less so. Overall, we have met our objectives. A grace note surely has been our enjoyment in teaching this course.

We are also aware of shortcomings, unanticipated for the most part, in the areas of clientele, assignments, and materials. Although we designed the course for vocational students, we have discovered to our chagrin that most of these students are in highly structured programs and are bound to tight schedules defined by the curriculum requirements of the degree or certificate toward which they are working; therefore, they are unable to register for Asia 100. Enrollees initially were a mixture of vocational and liberal arts transfer students. However, as transfer students became aware of this 100-level course, they have begun to swell our roster because the course may be used for elective credit to transfer to University of Hawai'i at Manoa.

A related problem is that of assignments. The project on food and culture was designed especially with food service students in mind, but few students from the program are enrolled. Yet the assignment has been such a successful learning experience that we have retained it. Other assignments have faltered for various reasons. An example is the required oral presentation of current events. Students did not have sufficient background to discuss contemporary issues with clarity, nor did they have basic knowledge of geography. We have replaced this assignment with other exercises to arouse interest in current events in Asia and to develop a broader base of information for which students are held accountable.

In addition to the transfer-vocational student distinction, our clientele also may be divided into two broad categories: those with extensive knowledge, derived from having lived in Asia and knowing an Asian language; and those with minimal knowledge about Asia. On the one hand, this diversity has presented a problem of balance in organizing group work and preparing lectures. On the other, we recognize the benefits of drawing upon the expertise of students as classroom resources and mentors for their classmates.

A problem less easily addressed is related to the changing clientele: What should be the appropriate level of English proficiency for entry into the class? As more liberal arts students enroll in Asian Perspectives and transfer their credits to four-year institutions, we feel it is desirable to raise the recommended English preparation from English 22 (developmental writing) to English 100 (college-level writing), especially because writing plays an integral part in the assignments. A more comprehensive textbook than the one currently used (Paul Welty's *The Asians: Their Evolving Heritage*, 6th edition) would also be desirable, although we have not found a satisfactory alternative. We do not know if making such changes will affect enrollment of vocational students. These are among the points we ponder as we continue to revise and refine this course to respond to student needs while shaping the content and direction of the KAPE curriculum.

Developing Pacific Islands History

John Cole
Kapi`olani Community College

Residents in the Hawaiian Islands share much of the cultural and historical past of their Pacific Island neighbors to the west and south. One might assume, therefore, that education in Hawai'i would naturally include a focus on other Pacific Island societies.

This, however, is not the case. Pacific Islands history has been taught in neither the community colleges nor the primary or secondary school. Only now, with the increasing currency of such concepts as the global village and talk of the Pacific century, have Hawai'i's educators and scholars begun to take interest in the history of neighboring societies.

There are three primary causes for this neglect. First, the island societies are relatively small and widely scattered throughout the Pacific Ocean; thus the perception is they are not important. The 10,000 islands are spread over 70,000,000 square miles. They total only 387,000 square miles of land area, contain only about 5,700,000 people, and possess relatively few significant exploitable resources. Exclude Papua New Guinea, and we are left with about 1,500,000 people on land totalling approximately the area of Cuba. Because Oceania is so vast, sparsely populated, and resource-poor, it was the last region to fall under Western colonial domination and one of the last places on earth that Western academics (with the exception of anthropologists) took seriously.

The second major reason, arising from the first, is that most of our scholars were trained in Western or Eastern, not Pacific Island, history. Thus in the University of Hawai'i system, only the flagship campus at Manoa currently offers an introduction to Pacific Islands history (History 288), and no campus has a general introduction to Pacific studies similar to Kapi'olani Community College's proposed Pacific 100.

Elsewhere in the Pacific, focus on the Pacific Islands as a whole is limited to three universities. The Australia National University (ANU) in Canberra established the first chair in Pacific Islands history in 1949, and now has a separate department of Pacific Islands history. ANU remains a major center for Pacific history, with a well funded and active Research School of Pacific Studies in addition to the history department. The University of New South Wales, in Sydney, has an active center for South Pacific studies, which focuses primarily on social and eco-

Dance of Moloka'i, Hawai'i, which uses hardwood sticks gathered from the forests.

nomic development issues in the region. The University of the South Pacific in Suva, Fiji, also maintains a lively interest in the Pacific as a whole.

The University of Hawai'i at Manoa (UHM) is the only other major center for the study of Pacific Islands history; its history department has two Pacific Islands experts, and most other academic departments have at least one Pacific specialist. UHM's lively Center for Pacific Islands Studies works closely with other departments and is very cooperative with the system's community colleges. The university's Hamilton Library has a Hawaiian and Pacific collection which is probably the finest in the world. Most branches of the system also can call on the resources of the world famous East-West Center, which is funded by the U.S. Department of State and shares the Manoa campus.

A third reason for the neglect of Pacific Islands history is the great diversity of island societies and their relative isolation from each other until modern communication and transportation brought them closer together. This diversity and isolation prevented earlier scholars from seeing the region as a whole. Since 1965, with increasing regional, diplomatic, and economic cooperation and the emergence of the "New Pacific," Pacific Islands history has become increasingly prominent in institutions of higher education.

The Evolution of Pacific Island History

The main impetus to develop Pacific Islands studies in general and History 288 in particular was the growing awareness that Hawai'i shared culture and history with the other islands of the Pacific. Many faculty felt that Pacific Islands studies would help our students better understand their own experience and identity. Further, these faculty felt the college had done little to encourage Pacific Islands studies and have woefully neglected the Pacific half of the Asian-Pacific emphasis. State leaders are also encouraging Pacific Islands studies in order to take the lead among island societies as they adapt to the 21st century.

The college's approach to Pacific Islands studies is multifaceted and multidisciplinary. We have established the Pacific and Asian Students' Association, a

Samoan club, and the Native Hawaiian Vocational Education Program as continuing projects. Our international festival, held for three days each March, has a strong Pacific Islands component and is one of the highlights of the spring semester. The festival has included many native Pacific dance troupes, a *kava* ceremony, and forums on topics ranging from the study of myths to current economic problems. The festival generates considerable community interest, and most events could not accommodate larger crowds. This year's festival, Rhythms, East and West, included serious discussions of Hawaiian chant, Pacific Islands dance, the demise of Easter Islands agriculture, and an evening of film. Also at the core of our new emphasis is Anthropology 235, Introduction to Pacific Island Peoples, and four courses in Samoan language. In 1988, I offered an interdisciplinary honors seminar, Sources of Global Instability, which emphasized problems in the Pacific Basin. As part of the seminar, local experts kindly donated their time for four forums on Pacific Basin problems. These courses in Pacific Islands studies complement courses on Hawaiian history (History 224), Hawaiian language, and an interdisciplinary course on Hawai'i's Peoples (Social Science 120). The Pacific Islands history course is also designed and scheduled to complement Introduction to Pacific islands Peoples, with the anthropology course focusing on Island cultures before European contact, and the history course emphasizing post-contact developments.

To continue to strengthen its Pacific Islands emphasis, the college modified a tenurable history position in the humanities department to include expertise in Pacific Islands history. A few years ago this would not have been possible since very few specialists were available who could or would teach a rather specialized Pacific Islands history course as well as the general world civilization course, which is one of the University of Hawai'i's general education requirements and our department's primary obligation. Now, however, UHM is training several such scholars, and the number is steadily increasing. The Pacific history specialist will also act as a campus resource person and help lead the college's Pacific programs. Thus the development and teaching of History 288 is only one portion of the specialist's job at Kapi'olani. This spring, for example, I am the coordinator of the international festival and conference.

The college has created many incentives for students to take Pacific and Hawaiian studies courses. Several of these courses, including History 288, satisfy requirements in the college's and UHM's humanities core. Kapi'olani also has proposed a Certificate of Completion in Pacific Studies; many students who will pursue it may have their sights set on UHM's Center for Pacific Islands Studies (CPIS). CPIS offers only the MA degree, but many Manoa students earn a BA in liberal studies with a Pacific Island focus.

Resources Available

Honolulu is an excellent place to develop Pacific Island studies curricula. The Polynesian cultural heritage in Hawai'i and the geographical proximity and envi-

ronmental similarities to other Pacific nations certainly facilitate study here, but more important is the deep and wide array of resources available locally. Both the history and anthropology departments offer several relevant courses each semester, and most faculty members are willing to supervise directed reading courses. From these generous offerings I was able to take four relevant courses in one-and-a-half academic years, including summer, while I was teaching at the college. Since that time I have taken two more courses.

For help in developing History 288, I relied on a variety of sources. I drew most heavily on UHM's Pacific programs, since their high quality is internationally known and staff is very helpful. Honolulu is also home for many other experts and institutions, and most have proved anxious to promote Pacific Islands studies. (See the list of resources at the end of this article.)

David Hanlon and Brij V. Lal, history professors at UHM, kindly gave me a copy of their History 288 syllabus, developed with some help from Stewart Firth of Macquarie University (Australia). All three are respected scholars in the field. At Kapi'olani, reference librarian Mary Marko is helping to build our collection, and we are getting support from Karen Peacock, curator of the Hamilton Library Pacific collection. The Wong Audiovisual Center at UHM's Sinclair Library has an extensive collection of films and videos, most of which is available for community college use. Staff at these sites are friendly and helpful.

The Pacific Islands history course has been organized thematically since one cannot hope to encompass each island group over the whole 10,000 year history of human culture in the region. (Human habitation in Australia goes back 30,000 to 40,000 years!) The course is usually divided into topics such as first settlement, native cultures, European discovery, intercultural contact, missionary activity, colonization, race relations, the World Wars, and decolonization and contemporary problems. The course tries to balance colonial and indigenous perspectives, and to give each its due when accounting for change and current conditions, but no two scholars would choose the same balance and no two students would be equally happy with a particular choice. The thematic approach helps teachers resolve an unavoidable dilemma regarding the relationship between a Pacific history course and a Hawaiian history course, or a course in the history of any Pacific Island group in which one lives when teaching the course. One's own archipelago should not be omitted entirely, but since Hawaiian history is taught in a separate course at Kapi'olani, and our subject is so vast, we cannot devote much time to it. Still, many of our students are familiar with Hawaiian history, and it provides good reference points and comparisons in a discussion of other Pacific Island histories. The thematic approach allows us to use an example from Hawai'i's experiences to complement examples from the histories of other islands; if Hawai'i is not typical, we can ignore it or use it as an exception to illustrate a rule. Also, an example from a home archipelago's history can be used to reinforce a topic's relevance. Of course, there are no formulas for integrating the two to please everyone.

Although the Pacific Islands was not my first love in academic history, after a few weeks in the very first course, I was permanently hooked. Pacific Islands history is fascinating: the cultures and peoples are appealing, and there are so many different cultures and varieties of intercultural contact that each new study offers additional insight and vicarious experience.

Conclusion

Pacific Islands history is important to the modern world. On a practical level, the geopolitical significance of the region may increase because of vital transportation and communication links between Asia and the Western hemisphere. Also, the United States, France, and the United Kingdom have found the vast "emptiness" convenient for testing nuclear weapons, and France continues to do so despite protests from Pacific states and citizens. Most likely, the region will become even more important to the entire world during the next century, as freshwater resources continue to be overtaxed and energy becomes more expensive. In the Pacific, technology is being developed to help solve both problems through the use of seawater (desalination and ocean thermal energy conversion). This region may be the next and final earthly frontier, but these islands are, first and foremost, home to over 5,700,000 people, and island populations are growing rapidly. We may indeed live in a Pacific century, and it behooves us as educators to be leaders in the study of Pacific Islands history.

Pacific Islands studies are particularly important to the community in Hawai'i, which KCC serves. First, the Polynesian and Oceanic elements in the society and culture of Hawaii are very strong, and many residents are of Polynesian ancestry. Furthermore, there are many similarities in the historical experiences of the peoples of the Pacific, including early canoe migrations, colonization by Westerners, conflicts between indigenous peoples and colonizers, the development of modern economies, the importation of immigrant laborers from Asia and other parts of the world, and so on. Pacific Islands studies therefore is of special interest to people in Hawai'i as they strive to understand their history, culture, and personal identities. Furthermore, because the indigenous cultures of the Pacific have values different from and often diametrically opposed to Western cultural values, studying these cultures helps us to envision other ways of life than the one to which we have become acculturated and increases our understanding of human diversity and potentiality. Finally, Pacific Islanders have often been stereotyped by Westerners, as either noble savages living in harmony with their natural paradise, or lazy, good- for- nothings who refuse to participate in a capitalist economy as laborers. Studying indigenous cultures helps us to understand the activities and behavior of Pacific Islanders according to their own value systems, not according to a value system imposed upon them by outsiders.

Pacific Islands Studies Resources in Honolulu

- Bishop Museum, 1525 Bernice Street, Honolulu, HI 96817; the museum specializes in Pacific Island and Hawaiian studies

- East-West Center, Pacific Islands Development Program, Burns Hall 4121, 1777 East-West Road, Honolulu, HI 96822; also, the East-West Center institutes all have Pacific Islands specialists
- Pacific Basin Development Council, 567 S. King Street, Suite 325, Honolulu, HI 96813
- Pacific Fisheries Development Foundation, 335 Merchant Street, Room 248, Honolulu, HI 96813
- Pacific Telecommunications Council, 1110 University Avenue, Room 308, Honolulu, HI 96826
- State of Hawai'i Office of International Relations, Central Pacific Plaza, 220 S. King Street 11th Floor, Honolulu, HI 96813
- University of Hawai'i at Manoa, Center for Pacific Islands Studies, Moore Hall 215, 1890 East-West Road, Honolulu, HI 96822
- University of Hawai'i, College of Tropical Agriculture and Human Resources, Gilmore Hall, 3050 Maile Way, Honolulu, HI 96822
- University of Hawai'i, Hawaiian and Pacific Collections, Hamilton Library, 2550 The Mall, Honolulu, HI 96822
- University of Hawai'i, History Department, Sakamaki Hall A-203, 2530 Dole Street, Honolulu, HI 96822
- Pacific & Asian Affairs Council, 2004 University Avenue, Honolulu, HI 96822
- University of Hawai'i, Pacific Asian Management Institute, BusAd C-202, 2404 Maile Way, Honolulu, HI 96822
- University of Hawai'i, Pacific Business Center Program, BusAd A-413, 2404 Maile Way, Honolulu, HI 96822
- University of Hawai'i, Pacific International Center for High Technology Research, Holmes Hall, 2540 Dole Street, Honolulu, HI 96822
- University of Hawai'i, Pacific Research Institute for Information Systems and Management, BusAd C-305, 2404 Maile Way, Honolulu, HI 96822
- University of Hawai'i, Wong Audiovisual Center, Sinclair Library, 2425 Campus Road, Honolulu, HI 96822
- Pacific Islands Geriatric Education Center, Kuakini Medical Center, 321 North Kuakini Street, Honolulu, HI 96817
- Western Pacific Fishery Management Council, 1164 Bishop Street, Room 1405, Honolulu, HI 96813

Developing a Pacific Islands Course and a Track of Studies

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The following is a concept paper about an interdisciplinary course, the Contemporary Pacific Islands, and a special curricular focus, Pacific Islands Studies. We, the four authors, represent three liberal arts departments. The ideas presented will certainly undergo refinement in the coming years. Nevertheless, they should provide a useful framework for those community college instructors considering the development of Pacific history, anthropology, political science, or art courses, or an interdisciplinary Pacific track of studies. (Interested instructors are encouraged to address any curriculum questions and requests to Robert Franco at Kapi'olani Community College [KCC].) In this paper, we also address potential problems in the successful implementation of these two curricular changes.

With the formal approval of the Kapi'olani curriculum committee and faculty senate for History 288, Introduction to Pacific Islands History, the college now has a two-course sequence covering the prehistorical and historical periods in Pacific Island cultural development. We plan to offer Anthropology 235, Introduction to Pacific Islands Peoples, in the fall semester, and History 288, Introduction to Pacific Islands History, in spring of each academic year. In the semesters ahead, we hope to develop an interdisciplinary course, Pacific 100, The Contemporary Pacific Islands, which would prepare students to take the 200-level culture and history courses.

The Pacific 100 Course

The major reason for developing an interdisciplinary Pacific 100 course is to further strengthen the Pacific Islands component of the Asian-Pacific Emphasis by offering a broad survey course that will complement Asian 100, Asian Perspectives. After months of informal discussion, primarily between faculty members in the humanities, social sciences, and language arts, we agreed that Pacific 100 would focus on the contemporary Pacific Islands and their relationships to the countries of the Pacific Rim, in particular, the United States, Canada, the former Soviet Union, Japan, the People's Republic of China, Taiwan, Hong Kong, South Korea, Indonesia, Australia, and New Zealand.

The course would build on a foundation of anthropology with an overview of pre-contact cultures in the region. Next, the course would move through a history

Samoan, Micronesian, and American educators with Palauan bai in the background.

The Cultural Center in Kolonia, Yap, Federated States of Micronesia.

of Spanish, Dutch, English, French, Russian, German, American, and Japanese colonial and post-colonial relationships to present-day issues of contemporary political status, modern nation-building and sociocultural change can be elucidated. Next, we would consider the impact of evangelizing, missionizing, and Christianity on indigenous world views, then turn to native art, music, and literature in an attempt to derive indigenous perspectives on cultural change.

Following this we would consider Pacific micro-states in a global economy dominated in large part by their American, Asian, and Australian neighbors on the Pacific Rim. The next six sections of the course would focus on transformations in child rearing, education, and language in the context of rural-to-urban and international migration. The course would conclude with an analysis of current military-strategic concerns, the diseases of modernization, and tourism and cultural continuity. Below is a summary of this tentative sequence of topics:

- The Pre-contact Pacific Islands
- The Contact and Colonizing Experience
- Political Status and Modern Nation-Building
- Modernization and Sociocultural Change
- Christianity and Revitalization Movements: Indigenous World View
- Kin-based Economies in a Global Consumer Economy
- Psychological Response to Western-induced Change
- Child-rearing and Intergenerational Change
- Western Schooling and Transformations in Pacific Cultures
- Linguistic Change: Pidgins, Creoles, Vernacular Education, and Bilingual Education and Evaluation
- Population Growth, Migration, Urbanization
- Education for Village or Town?
- Islander Communities Overseas
- Foreign Labor in the Pacific
- Strategic Issues—The Nuclear-Free Pacific

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- Health Issues—The Diseases of Modernization
- Tourism and Cultural Continuity?
- Future Status

Current Concerns

Student Demand. Our primary concern at this point is whether there is student demand for a contemporary Pacific Islands course. The Asian 100 was initially designed for both AS and AA students, and we will develop the Pacific 100 course to meet the general education requirements of AS students and to provide elective or transfer credit for AA students. Other liberal arts students pursuing Pacific certificates or tracks of study would be required to take the course.

In the liberal arts student population and wider community, we have identified specific clusters of students who might find this course intellectually satisfying and academically useful. We built into the course a strong educational component in order to attract students in our Pre-Education program. These students would benefit from a comparative analysis of problems and issues encountered by, for example, the Hawai'i State Department of Education. We might also attract local teachers who teach about the Pacific, or who have Pacific Island migrant students in their classrooms. In this regard, the Center for Pacific Islands Studies (CPIS) at the University of Hawai'i Manoa (UHM) will actively promote the course as an important part of local teacher training.

In the AS student population, the strong Pacific Rim and global economics perspective might attract Pre-Business students. Since President Bush's meeting with Pacific Island national leaders in October 1990, and his expression of American support for the development of free enterprise in the region, other institutions, such as the Pacific Island Development Program at the East-West Center, have been developing regional support networks to implement the president's recommendations. We could thus tap local expertise on this topic as well as attract local business representatives interested in the region. Further, the tourism and health content would be particularly relevant to food service, hotel operation, and allied health students.

With enough lead time, and working through the Pacific Region Educational Lab, in Honolulu, and CPIS, we might also attract students from American Samoa, the Northern Marianas and other Pacific Island jurisdictions (see Franco and Becker in volume III).

Content Too Specialized? A second major concern is that the course content seems overly specialized since it is a product of the authors' specific professional interests in the region. How do we deliver the course content to students at the appropriate level of generalization without glossing over the complexity and urgency of the issues? How can we move away from overly lecture-centered pedagogy and give students more opportunity for active classroom participation, and perhaps out-of-classroom learning? These pedagogical issues remain unresolved at this point.

Instructional Resource Allocation. Another concern is the availability of resources for a course that might involve as many as three instructors in its initial run. In light of the student demand question, we are discussing the possibility that each of the three instructors will receive one credit per semester. If student demand is greater than anticipated, then instructor compensation might be increased.

Interested Faculty. A third concern involves the identification of instructors who may be interested in teaching the course, or developing materials for the course. From a social science instructor, we could derive a strong economics, economic geography, and political science perspective; from a humanities instructor, strong coverage of arts, literature, philosophy, and film; from a natural science instructor, an oceanography, geology, botany, and zoology component. Students taking Pacific 100 could also be directed into either Hawaiian, Samoan, French, or Spanish language courses where they would gain an in-depth understanding of the language-culture connection in Oceania.

Clearly, we have just begun to set the broad parameters of the Pacific 100 course. UHM has a Contemporary Pacific Islands course at the 400 level, and the syllabus for this course might be helpful in organizing and focusing content. In the next academic year, and perhaps by the Beacon International conference, we will need to elevate the level of dialogue about the course and actively promote the course.

Pacific Island Track of Studies

If we can develop an efficient normal track of study that allows students to focus on the Pacific while completing humanities, natural science, social science, and language arts core requirements, and that has clearly articulated paths to UHM Hawaiian and Pacific Studies programs, we might attract a growing number of students. The word *efficient* implies cost-effective; that is, we should carefully build on personnel and courses already in the KCC curriculum and incorporate them into the Pacific Islands track of study.

Currently in our Pacific Islands track, we have Anthropology 235, Introduction to Pacific Island Peoples. This course provides elective credit toward the associate's and bachelor's degree. The audience for this course has typically been students from other anthropology courses. In addition, some Hawaiian Studies students have been directed into the course. Also, there are occasionally older students and community people who want an overview of this fascinating culture area.

Another course that could be included in this track is Anthropology 200, Cultural Anthropology. This course fulfills social science requirements as it provides a broad survey of theoretical orientations in cultural anthropology. The Mead-Freeman debate in Samoa, Malinowski and Weiner's work in the Trobriand Islands, Sahlins' work in Hawai'i and Fiji, Firth's four decades of fieldwork in Tikopia, and Strathern's major ethnographic accomplishments in the highlands of Papua New Guinea all play an important role not only in the development of

Pacific anthropology, but in the overall theoretical development of cultural anthropology.

A number of natural science courses could be included as options in this track: Botany 105, Ethnobotany; Botany 130, 130L, Plants in the Hawaiian Environment; Geology 200, Geology of the Hawaiian Islands; Ocean 200, Oceanography; Zoology 200, Marine Biology. These courses would fulfill natural science or natural science lab degree requirements. Thus, students could complete many natural and social science requirements and three credits of electives by taking currently offered courses in the Pacific track. With the addition of Pacific 100 there would be six elective credits in the track. The newly added History 288, History of the Pacific Islands, fulfills a humanities requirement, while in the language arts program students can take two years of Hawaiian, Samoan, French, or Spanish as Pacific languages to fulfill their foreign language requirement.

Conclusion

We are now concentrating on the development of identifiable tracks of study so that students can focus more clearly on international curriculum opportunities at Kapi'olani. With Pacific Islands and Asian tracks in place, we can more effectively advise students about curriculum options here and transfer opportunities at the School of Hawaiian, Asian, and Pacific Studies at UHM and other baccalaureate granting institutions in the region. Further, we can help students identify possible career tracks utilizing their Asian and Pacific expertise.

Finally, in considering career tracks, we need to realize that many of the careers we identify are very specialized. Careers in international business, communication, health, diplomacy, and education may seem out of reach for students recently entering an open-door community college environment. A track of study approach will provide the student with an academic focus as well as some direction in setting high and specialized career goals. While the students are working on their career tracks, administrators and faculty, in conjunction with the local community leaders, need to be expanding international career opportunities in the local and regional labor markets.

Internationalizing the Language Arts Curriculum

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In its efforts to internationalize its foreign language offerings over the last five years, the language arts department at Kapi'olani Community College (KCC) has not only increased the number of sections and levels of previously offered languages, but also added five new languages. In 1986, under the direction of then-chair Guy Nishimoto, the expansion of the program was planned and set in motion. The foreign language program at that time consisted of ten different courses in French, Spanish, Japanese, and Hawaiian. In spring 1991, under the current departmental chair, Amy Kurata, 26 sections of 17 different courses in nine languages were offered, including Mandarin Chinese, Samoan, Tagalog, Korean and Russian.

A comparison of enrollment figures for 1986–87 and 1989–90 illustrates the significance of the expansion (see table 1).

The following examination of KCC's enhanced foreign language program with an emphasis on Asian-Pacific languages includes a discussion of the planning, development, implementation and assessment, and future directions of the program.

Planning and Development

The decision to expand the scope of the foreign language class offerings was the result of the convergence of two distinct forces: a change in the foreign language requirements at the University of Hawai'i at Manoa (UHM) from one to two years of study (starting in 1989–90) and a college-wide Asian-Pacific emphasis as delineated in the federally funded Title VI KCC Asian-Pacific Basin International Education Project. In response to these two trends, the department moved to increase the proportion of students transferring to UHM from 25% in 1985 to 35% in 1990, expand foreign language offerings from the Asian-Pacific area and develop related area-studies courses, develop foreign language courses for students majoring in visitor-industry related programs, and develop associate degree programs for students intending to transfer to specific Asian-Pacific programs at UHM.

Gathering faculty support for the planned development proved problematic because of students' initial lack of interest in certain Pacific Basin language courses and a general lack of understanding about the benefits derived from foreign lan-

guage instruction. Nevertheless, the development of an enhanced foreign language program was planned, with the following time line:

Fall 1987–Spring 1988

- Add to fall 1987 schedule, sections of the following existing courses: Japanese 101, Japanese 201, Spanish 101
- Add to fall 1987 and spring 1988 schedules the following new courses: Chinese 101, Chinese 102, Japanese 202
- Develop the following new courses during fall 1987 and spring 1988: Japanese 202 (fall 87); French 50, 201, 202 (fall 87/spring 88); Spanish 50, 201, 202 (fall 87/spring 88); Chinese 50, 201, 202 (spring 88); Samoan 50, 101, 102 (spring 88); Hawaiian 201, 202.
- Revise and enhance the following existing courses: Japanese 101, 102 (fall 87); Japanese 201 (spring 88); Hawaiian 101, 102 (fall 87/spring 88); French 101, 102 (fall 87/spring 88); Spanish 101, 102 (fall 87/spring 88)

Fall 1988–Spring 1989

- Offer Samoan language courses
- Develop Korean language courses
- Develop Pacific culture and area studies
- Enhance Japanese and Hawaiian language and culture programs
- Develop associate degree program in international studies
- Develop nontransfer vocational education language courses (Spanish 50, French 50)

Fall 1989–Spring 1990

- Offer Korean language courses
- Enhance East Asia culture and area studies
- Develop Tagalog/Filipino language courses

Fall 1990–Spring 1991

- Offer Tagalog/Filipino language courses
- Develop Southeast Asia culture and area studies
- Develop Vietnamese language courses

Fall 1991–Spring 1992

- Offer Vietnamese language courses
- Enhance Southeast Asia culture and area studies

The funds to support this expansion of language offerings were obtained from both federal and state sources through the Title VI grant and the community college Chancellor's office. The budget prepared by the department called for $61,450 to cover expenditures for faculty (to develop new or enhance current courses, teach new courses and additional sections, and coordinate the expanded program), clerical assistants, supplies and equipment (including audiovisual and laboratory equipment and software packages), and travel.

From the outset, the administration gave the internationalization and expansion of the foreign language program its complete support. In fact, the initial pro-

Table 1. Kapi'olani Community College's Foreign Language Enrollment Figures

Language	Courses	Students
	Fall 1986 – Spring 1987	
French	101–102	40
Hawaiian	101–102, 50	47
Spanish	101–102	46
Japanese	101–102, 50	383
	Fall 1989 – Spring 1990	
French	101–102, 201–202	70
Hawaiian	101–102, 201–202, 50	67
Spanish	101–102, 201–202	62
Japanese	101–102, 201–202, 50	726
Chinese	101–102, 201–202	74
Korean	101–102	26
Samoan	201–202	11

posals for this development originated with the administration. As a result, problems with funding and other administrative concerns were then, and are now, virtually nonexistent. The dean of instruction has been especially supportive of the development, extending his support beyond administrative matters to actually enrolling in Chinese and Japanese language classes himself.

The language arts faculty's role has been primarily to enhance existing courses, develop new courses, draft proposals for these new courses, and recruit students. Yukiyasu Ishigami, in particular, contributed to the enhancement of the foreign language program by developing new proficiency-based pedagogical materials for the revised Japanese 101–102 courses. Proficiency-based instruction focuses on developing students' practical, communicative skills rather than expanding their academic knowledge about the language. The approach reduces explanation and increases students' opportunities for active practice. In short, students learn by doing rather than by listening to explanations. Because of his strong belief that culture is part of communication, Ishigami's skills-based approach incorporates cultural beliefs into the development of functional linguistic skills. The dean of instruction has provided support for the revision of the Japanese 101–102 materials and the development of materials for the 201–202 courses. KCC faculty members were also involved in creating all five of the student-centered, activities-based Mandarin Chinese courses and Samoan 101–102, 201–202. The other new language courses were developed by UHM faculty.

While the foreign language instructors were totally committed to the internationalization efforts, some of the department's tenured faculty members opposed the planned development. Their concerns focused on the department's offering Tagalog and Samoan as credit courses. They felt that the community would be bet-

ter served if these courses were offered through community services. Efforts were thus made to convince faculty of the importance of and necessity for enhanced foreign language instruction.

Students contributed to the development of the program in their responses to a survey by Kapi'olani's Asian-Pacific Emphasis (KAPE) task force and the language arts department in November 1987. The survey was conducted to promote awareness of the changes in UHM's foreign language policies and to determine students' interest in various foreign language courses. A joint project of KAPE and the department, the questionnaire polled students on their foreign language background, willingness to take foreign language courses, and interest in specific languages. The 414 responses indicated that while many students favored foreign language requirements, only a small percentage (6.3%) were currently enrolled in foreign language classes, highlighting the need for the department to generate student support for foreign language courses in preparation for the expansion of the program. In addition, the languages which registered the most student interest were Japanese (50.5%), Spanish (15.7%), French (11.1%), Chinese (2.9%) and Russian (2.7%). Therein lay the problem that has haunted the efforts to internationalize foreign language offerings: while student interest in Asian languages appeared strong, interest in Pacific languages was not, and it was these languages that the college administration was most intent on promoting.

At this stage the department faced two major challenges: educating both faculty and students on the importance of learning foreign languages and developing support for the language offerings. To overcome the first challenge, the department stressed that language study was the best way to understand another culture, and that an understanding of others' beliefs and customs was both intellectually stimulating and personally beneficial to students, especially as Hawai'i takes on an increasingly prominent role in Asian-Pacific affairs. On the other hand, promoting Samoan, Tagalog and Korean has proven to be more difficult.

A pitfall that was avoided, according to Nishimoto, was a one-dimensional approach to foreign language teaching. Rather than focusing instruction on grammar, course development stressed a liberal arts perspective, a humanistic approach that included a cultural component and complemented courses in related disciplines. Furthermore, emphasis was placed on delivering the foreign language instruction via modern pedagogical strategies, proficiency-based instruction in particular.

Although the planning and development of this expanded foreign language program presented difficulties, the interaction between the language arts department and other disciplines provided great rewards. In addition, as a result of this project, the department was given an opportunity to develop and offer new courses without the financial considerations that normally constrain experimentation.

Table 2. Foreign Language Enrollment Figures at Kapi'olani Community College, Fall 1990

Chinese	43	Japanese	423	Samoan	11
French	36	Korean	22	Spanish	35
Hawaiian	35	Russian	25	Tagalog	13

Implementation and Assessment

The development of the program has generally proceeded according to the plan devised in 1986. Most successful has been students' acceptance of the two-year foreign language requirement and their appreciation of the college's many options to meet this requirement. Furthermore, their interest in foreign languages is being sustained. Earlier, the department could not fill four sections of Japanese 102. Now, six sections are offered and filled. The department has also been successful in its efforts to generate interest in certain of its new foreign language courses. This success is due in part to increased faculty involvement in the college's annual International Festival and in foreign language demonstrations and activities during Language Arts Open House Week. Moreover, student involvement in foreign language clubs has increased. Although the benefits of Samoan, Tagalog, and Korean are stressed for students in social service and public health programs, student response to these classes has been less successful. The immediate career applications of Japanese and Chinese and a high school background in French, Spanish and Hawaiian motivate students' interest in these courses. No such advantages exist for the newer Pacific Basin offerings. Even Russian, which replaced Vietnamese, has generated more interest (see table 2).

The rise of Korea as an economic power may create more interest in learning the language, but such a scenario is unlikely for Samoan and Tagalog. Until students come to appreciate the value of these languages in terms of their own personal and cultural enrichment, the enrollment figures are not likely to improve.

The main assessment instrument used by the department has been careful monitoring of enrollment figures, course completion rates, and final grades. The department chair has also closely monitored student and peer evaluations of instructors as well as personally observed their classroom techniques.

The administration maintains its total commitment to the internationalization efforts. However, faculty support outside the department has been problematic. In the initial stages of implementation, the faculty senate's curriculum committee responded positively to the new language offerings, Chinese and Samoan especially. More recently, the senate has had concerns about room use and low enrollment. Furthermore, senators have been critical of the department's latest attempts to introduce new languages and expand course offerings. The chair has had to defend the program at every turn, reminding the senate of the two-year foreign language requirement and the college's commitment to KAPE. Fortunately, the

students have responded well to many aspects of internationalization. Their interest in certain languages has grown, as has their support for extracurricular activities. In fact, in summer 1990, a Japanese instructor led a study tour to Japan, and in summer 1991, Shu-Fen Fujitani, the Chinese instructor, led students to Beijing. Members of the community have enrolled in foreign language classes, especially Japanese 50 (Japanese for the Visitor Industry) and Chinese 50 (Conversational Mandarin).

For the department chair, the challenges have been to cultivate senate support for curricular changes; find and retain qualified, effective foreign language teachers (especially for the more recently added languages); and oversee the design and construction of a technologically sophisticated language laboratory with technical support staff who have little or no expertise in that area. The department has also had difficulties with teachers who are not receptive to using sophisticated laboratory equipment.

For foreign language teachers, the challenge in some cases has been to find appropriate teaching materials. For example, because he has found the text recommended by the UHM's Japanese program to include impractical romanization and unnecessary linguistic terminology, one instructor has developed his own pedagogical materials. Similarly, the Korean teacher has found her text, designed by missionaries for use in Korea, to be less than appropriate. The Samoan and Tagalog teachers both supplement their texts extensively with more appropriate, personalized materials. Other teachers must cope with classes which include students at differing levels of proficiency. In particular, two of the teachers expressed concerns about maintaining the interest of students who come to their classes with receptive control of the language but with limited verbal and writing ability. Such students may find many aspects of the class too elementary; as a result, they may become bored and adversely affect the learning environment for the less-proficient students, especially in the low-enrolled classes.

Despite the challenges, the implementation of the program has had its rewards. Working with the UHM faculty on course development has strengthened ties between the campuses. Also, the college's commitment to the increased importance of foreign language study has resulted in the development of high quality laboratory facilities.

Future Directions

At the departmental level, the need is for a wider pool of foreign language teachers who have both language and teaching ability. The chair has had problems with staffing, hiring lecturers, only to lose them again, sometimes just before the semester begins. The problem of retention extends to students as well. The current department chair is concerned about the retention of students from the 100-to-200-level classes. Presently, there are no prerequisites for enrollment in foreign language classes. The chair feels that introducing a prerequisite of ninth-or-tenth

grade reading equivalence may improve students' success in the first year and increase the number of students continuing on to the second year.

Individual teachers are concerned about developing closer ties with the members of the general community in order to better integrate their needs with the college's course offerings. To this end, the Samoan teacher has brought together traditional chiefs and business leaders to discuss the language program and plan activities that will enable students of Samoan ancestry to enjoy firsthand experiences in the community. In addition, one teacher expressed interest in promoting more interaction with relevant foreign governments as sources for cultural and other materials.

On a more positive note, the special funds allocated by the state have increased each fiscal period, and the trend does not appear to be in any danger of changing.

One of the most important lessons learned in the process of expanding the foreign language offerings concerns the time line. In KCC's case, the funds had been encumbered through a Title VI grant, and more significantly, the dates by which the new courses had to be offered were also incorporated into the grant. Thus, the course proposals had to be developed and implemented quickly. The department chair feels that the curriculum committee would have been much more receptive to the changes if the various courses had been developed gradually and if each new language introduced had been given the chance to get established before additional languages were offered. Another lesson has been to maintain student interest in foreign language courses by offering entire course sequences every year. Momentum is dependent on consistent scheduling. Furthermore, publicizing foreign language classes through fliers and various faculty and student activities has been successful, at least with languages that have high initial student appeal. Other approaches may need to be developed for the languages which have been less popular.

Short-term development at the departmental level is focused on recruiting qualified teachers and increasing enrollment in 200-level classes. Teachers of Tagalog, Samoan and Korean would also like to increase their enrollments. Shu-Fen Fujitani, on the other hand, would like to develop additional Chinese courses, for example, Chinese Literature in Translation. One Japanese teacher is interested in developing visual and auditory materials to integrate computer technology and language laboratory equipment.

The long-range plan is to begin a discussion of a foreign language requirement for the college's AA and AS degree programs. First recommended in 1988, the requirement would do much to support the foreign language program.

Conclusion

The convergence of two movements, one to increase foreign language requirements at UHM and the other to emphasize Asia and Pacific Island studies at KCC, which sends transfer students to UHM, led to a significant increase in the number and scope of foreign language courses offered at KCC. This development has not

come without difficulties: low levels of student interest in certain courses, a small pool of qualified teachers, a dearth of appropriate pedagogical materials, and faculty resistance. Nevertheless, planning and implementing the program has promoted closer interaction between language arts faculty members and faculty in other disciplines as well as faculty at UHM. Most importantly, the continued financial support from the state, administrative support from the deans and provost, and enthusiasm of foreign language teachers have produced a foreign language program that has the potential to make KCC the "premier community college for the study of Asian and Pacific Island languages and cultures.

Acknowledgments

I would like to thank the language arts department chairs Amy Kurata and Guy Nishimoto for providing information on the development of the program, and foreign language teachers Paluli Ai'i, Virgilio Enriquez, Yukiyasu Ishigami, Hy-Sook Jeong and especially Shu-Fen Fujitani for sharing their views with me.

Mathematics and Natural Sciences

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In 1974, the Kapi'olani Community College (KCC) science faculty decided to offer three Hawai'i-focused courses: Geology of Hawai'i, Flora of Hawai'i, and Fauna of Hawai'i. Together, they would give a comprehensive overview of the Hawaiian environment. Separately, each would provide an interesting and stimulating exposure to an aspect of Hawai'i that may be of special concern to the student. Although no formal survey was conducted, the department believed that such new courses of local substance and practical concern would provide attractive alternatives to the traditional introductory science courses, which relate to the world or the universe in general. On the one hand, since there was no qualified instructor on the staff at the time to propose and teach Hawaiian Geology, the development of that course was postponed indefinitely. On the other hand, because the botany and zoology instructors were qualified and willing, the Hawaiian Botany and Hawaiian Zoology courses were developed.

No administrative support or funding was sought, and since both instructors were serious students of Hawaiian natural history by avocation, little or no additional input from other faculty, students, or the community in general was required. The basic challenge was to find motivated instructors with a clear perception of the value of learning natural history and a commitment to the concept of teaching science with a Hawaiian perspective. Since two such people were already on the staff, the curriculum development for these two courses was not a major obstacle.

Although each course was developed independently and proposed separately to the curriculum committee of the faculty senate, both share similar topics. A brief course outline of Fauna of Hawai'i is provided below; the same general format, with necessary alterations, was utilized in Flora of Hawai'i

- The Hawaiian Chain—a brief history of the geological origin of the Hawaiian Islands, with emphasis on the diversity of habitats that have developed
- Dispersal Mechanisms—both hypothetical and demonstrable means of colonization by animal immigrants
- Evolution and Endemism—evolutionary diversification of the original ancestral animal groups into uniquely Hawaiian species, classic exam-

Intensive wet rice agriculture of central Bali, Indonesia.

Taro, one of the most important cultivated crops of the Hawaiians, was grown in irrigated terraces and was the ultimate staple food for the population.

ples being the Hawaiian honey-creepers and native tree snails
- Extinction—factors leading to the extinction of native Hawaiian fauna
- Conservation—the significance and value of endemic species, the rationale for reversing the decline of endangered species, and the importance of preserving natural areas
- Marine, Freshwater, and Terrestrial Fauna—various discussions of native and introduced animal species, including distinguishing characteristics, habitats, ecological importance, and, when applicable, nutritional, recreational, and cultural significance

Rice terraces that have supported the population of Bali for centuries.

It is hoped that the students will gain a perspective on the relationship of the ancient Hawaiians to their environment, which will lead to an appreciation of both the importance of natural populations as a community resource and the conserving of this resource.

Implementation and Assessment

In both Hawaiian Botany and Zoology courses, coursework was designed to reflect not only the instructors' knowledge of island biota, but also their appreciation for the contribution of plants and animals to folklore, medicine, and other aspects of Hawaiian culture. Flora of Hawai'i (Botany 100) eventually became two courses, Ethnobotany (Botany 105) and Plants in the Hawaiian Environment (Botany 130 and 130 L). These courses have been and continue to be very popular.

Fauna of Hawai'i (Zoology 100) was also quite popular from 1975 through 1981, at which time the instructor was assigned to teach other courses and Zoology 100 was removed from the schedule for the next seven years. A formal assessment has not been conducted to gather data concerning administrative, faculty, student, or community responses to the Hawaiian focus of these courses. However, the consistently high enrollment indicates that students are interested in learning about the natural history of Hawai'i. Furthermore, although a formal evaluation has not been conducted to measure the level of responsiveness to Asian-Pacific elements in science courses, the instructors have found that the students are quite receptive, even enthusiastic. It may be that the use of examples from the students' immediate environment is reassuring. The popularity of these courses is bolstered by the relevance of the material. Students are quite interested in the examination, identification, and analysis of locally available species. Students appreciate being able to observe and handle live and preserved specimens collected from their own neighborhoods. Another factor contributing to the success of these courses is field trips. Students appear to satisfy their innate curiosity by becoming critical observers of their immediate environment on field trips. Study of introduced and native biota in the natural environment reinforces learning by providing tangible corroboration of classroom lectures.

In 1988, when Kapi'olani's Asian-Pacific Emphasis (KAPE) was initiated, the connection between Hawaiian natural history and Asian-Pacific natural history was immediate and obvious. Hawaiian biota have ancestral origins in Asia and other regions of the Pacific Basin. Also, Hawaiian plants and animals share evolutionary patterns of endemism with their counterparts from other Pacific Islands. The addition of new Pacific material seemed an appropriate step in the modification and expansion of course materials for Hawaiian natural history courses. The Asian-Pacific summer institutes, sponsored by the college, were helpful in providing examples of how instructors from other disciplines incorporated more Asian-Pacific content into their courses. The botany courses were appropriately modified by the addition of Pacific material with evolutionary, cultural, or comparative significance to local flora. Zoology 100 was revised and reinstated into the schedule, and, due to a new hire in 1989, plans were made to add Geology of the Hawaiian Islands (Geology/Geophysics 200) to the schedule.

Geology of the Hawaiian Islands was offered and has been well-received by students, with full to near-full enrollments. This course covers basic geology, with readily available examples of geological concepts taken from the Hawaiian environment. Hawaiian landforms, rocks, and minerals are discussed, with emphasis on vulcanism. Abstract concepts taught in lecture are made more meaningful with field trips to examine the geological features of nearby Diamond Head Crater and other locations. Discussion of cultural aspects of the geological environment, such as legends and folklore related to geographic features, has so far been minimal.

Future Directions

In spring 1989, the math-science department adopted a biomedical focus to guide curriculum planning and development. The focus defines a departmental goal of offering every 100-and 200-level science course required of a science or pre-med major at the University of Hawai'i at Manoa (UHM), where many of our students transfer. Support of KAPE and UHM's Imi Ho'ola Program was cited as part of the justification for the biomedical focus. The program is designed to increase the medical school enrollment of underrepresented groups, such as Filipinos, Hawaiians, Samoans, Micronesians, and Guamanians. The program provides academic, financial, and personal counseling while the student participates in a one-year, pre-professional program which concentrates on English and the sciences. Since all the required science courses would be offered at KCC, the math-science department would be a participant in the program, which would support KAPE by attracting students from the Pacific region who could act as resource persons in the classroom and on campus. By spring 1992, there should be an internationalized student body at KCC participating in a full two-year biomedical program of science courses.

The department offers five courses with considerable Asian-Pacific emphasis: Ethnobotany (Botany 105), Plants in the Hawaiian Environment (Botany 130), Plants in the Hawaiian Environment Laboratory (Botany 130L), Geology of the Hawaiian Islands (Geology/Geophysics 200), and Fauna of Hawai'i (Zoology 100). Other courses may include some Asian-Pacific materials, such as discussions of the similarities among the geological and biological characteristics of different areas of the Pacific Basin, or the cultural similarities among some of the peoples of the Pacific. Marine Biology (Zoology 200) and Science of the Sea (Oceanography 201) include examples taken from Hawai'i and the Pacific, but these courses are worldwide in scope, covering Pacific, Atlantic, and polar oceanographic features and species found throughout the world. Students with a specific interest in the Pacific Islands environment may find the coverage too broad.

The remainder of the math-science course offerings (approximately 40 courses) are completely lacking in Asian-Pacific curriculum elements. The instructors of these courses are neutral to KAPE. They have no objection to other faculty embracing such an emphasis, but they do not find the emphasis relevant to their courses.

Internationalizing the math-science curriculum with KAPE has progressed considerably, but that progress has been limited to a small subset of courses. Botany and zoology courses with a definite Asian-Pacific emphasis were developed and offered well before the college-wide emphasis was instituted. A Hawaiian Geology course is now offered as well. The instructors of these courses have chosen to add Asian-Pacific material to their other courses. But the math-science faculty recognizes that the inclusion of an Asian-Pacific perspective in a course is not just a matter of choice on the part of the instructor; there must also be some relevance and purpose for such a perspective. There seems to be no strong connection between the Asian-Pacific emphasis and physics, chemistry, or calculus courses.

Thus, while some math-science courses have an Asian-Pacific perspective, others have none at all.

Upgrading the Sales and Marketing Curriculum with an Asian-Pacific Emphasis

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Kapi'olani Community College

In 1988, Carl Dughi, chair of Kapi'olani Community College's business education department, and I attended the Asian-Pacific emphasis summer institute. The objective of this institute was to develop strategies for the infusion of Asian and Pacific content across the curriculum. In the area of business education, the committee felt that more emphasis on Asia and the Pacific was needed in sales and marketing because of the heavy influx of foreign influence and investment in Hawai'i. Canadian, Australian, Taiwan, Hong Kong, Korean, and most significantly Japanese nationals were already heavily invested in real estate and retail establishments, specifically restaurants and hotels in Hawai'i. Dughi and I recognized that a large number of students presently employed by these businesses needed a better understanding of strategies for working with foreign employers and customers.

At this time faculty in the liberal arts were discussing the development of certificates of completion and achievement in Asian and Pacific Studies, and it seemed appropriate that the AS faculty should develop a similar emphasis.

Opportunities and Constraints in Curriculum Infusion

The present administration is most supportive of internationalizing the sales and marketing AS degree, partly because the sales and marketing advisory committee has completely endorsed Kapi'olani's Asian-Pacific Emphasis (KAPE). The committee, composed of knowledgeable local business leaders who have a strong voice in guiding the sales and marketing program toward meeting current industry needs, meets at least twice during the academic year to review and make recommendations concerning curriculum and new course proposals.

The business education department, made up of faculty from accounting, data processing, and sales and marketing, also plays an important role in decision-making concerning the curriculum. The faculty members were queried as to how extensively they felt they could infuse Asian and Pacific content into their courses. While the business education faculty generally support the emphasis, many, particularly in accounting and data processing, felt that their disciplines were so ultra-specific and narrow in content, so heavily structured with vital learning activities, that it would be difficult to infuse any global information into their courses. An additional constraint has been the retirement of a senior sales and marketing

instructor; since his position has not been filled at the present time, the two remaining instructors have a heavy workload, which limits the time they can spend in revising curriculum and developing new courses.

Still, the faculty has made an effort to infuse Asian-Pacific content into their courses. One method is to use examples from Asian and Pacific countries in lectures on general business principles. Some faculty already contrast American and Japanese business philosophies and management strategies, and the influence of Japanese investment on Hawai'i's economy. Others cover such topics as the future of Hong Kong investment in Hawai'i, Australia's monetary policy of heavy taxation on repatriated dollars, Fiji's five-year moratorium on foreign investment, and New Zealand's high return on savings deposits.

Some instructors have infused Asian-Pacific content into their courses by encouraging the many Asian immigrant students taking business and marketing courses to participate in class discussions. These students are asked to share homeland experiences with the rest of the class to highlight cultural differences in perspective and behavior. For example, one Japanese student in an introduction to business course pointed out that most students and housewives in Japan invest in the stock market. In America, by contrast, stock market investment is thought to be an activity reserved for the affluent businessperson.

However, the sales and marketing program in the business education department wanted to go further than using Asian-Pacific examples and eliciting anecdotal information from immigrant students; we felt it was necessary to design an AS degree in sales and marketing with an Asian-Pacific emphasis.

Designing the Degree Program

In her Proposal for an Asian-Pacific Certificate Program, Loretta Pang of the Humanities department writes:

> The AS degrees provide students the opportunity to achieve well-defined entry-level career objectives. Much of their education consists of developing the knowledge and skills for entry-level work in a vocational field. However, success in the marketplace requires more than just technical skills. Many graduates working in Hawai'i will find themselves working in a multicultural environment for which cultural sensitivity is an asset. Tourist and health-related fields are a case in point.
>
> The certificate of completion may be a viable option for students in the vocational fields. These AS degree students are required to take nine credits from the humanities and natural/social sciences disciplines. If these credits are selected from the identified areas of concentration in the proposed certificate program, the student will need only eight more credits for the certificate. The certificate would thus provide students in some of the vocational programs with a credentialed international dimension that enhances their AS program, with a minimum of additional course work.

In fall 1990, the sales and marketing division approached the business education faculty and asked for input concerning curriculum design and development

Core Requirements for Sales and Marketing

Course	Credits
ICS 100-Computing Literacy with Applications	3
BUS 55-Computational Problems in Business	3
BUS 56-Advanced Computational Problems in Business	3
ENG50-Writing for the World of Work or ENG 100-Expository Writing	3
BUS 20-Introduction to Business	3
BUS 70-Human Relations in Business	3
MGT 18-Introduction to Supervision	3
LAW 30 or 200-Business Law	3
OAT 20-Keyboarding	3
ACC 24-Principles of Accounting	3
SMKT 60-Principles and Methods of Advertising	3
SMKT 50-Principles and Methods of Personal Selling	3
SMKT 20-Principles of Marketing	3
SMKT 30-Principles of Retailing	3
SMKT 93V-Sales and Marketing Cooperative Education	3
SP 51-Oral Communication Techniques or SP 151-Personal and Public Speech	3
Total Core Credits	45

Required Subjects for the Asian-Pacific Emphasis

Course	Credits
ASIA 100-Asian Perspectives	3
ANTH 235-Introduction to Pacific Island Peoples	3
SMKT 80-International Marketing (new course)	3
1 semester of a foreign language (minimum 50-level)	3
Total Asian-Pacific Credits	12

Required General Education Credits

Group II (Any natural science course) Recommended: GEO 101, BOT 130, ZOO 100	3
Total Credits for AS in Sales and Marketing with Asian-Pacific Emphasis	60

for an AS degree in sales and marketing with an Asian-Pacific emphasis. They agreed that the proposed curriculum would consist of 60 credits, including the following requirements: a foreign language, a new course on Asia, an existing course on the Pacific Islands, and a new course in international marketing.

SMKT 80, International Marketing, is a new course introduced in fall 1991. The course description reads: International Marketing is the performance of business activities that direct the flow of goods and services to consumers or users in more than one nation. By recognizing the uniqueness of foreign markets, their unfamiliar problems and various strategies, the student will study marketing in a new setting, a different environment, and a different culture. Upon successful completion of this course, the student should be able to:

- Understand the scope and challenge of international marketing
- Understand the world marketing environment to include the role of cultural dynamics in foreign markets, business customs and practices, political considerations, and the legal environment
- Demonstrate the ability to apply general marketing concepts to the international marketing environment

Topics to be covered include:

1. The significance and benefits of international trade and investment
2. The international marketing position of the United States
3. The international financial environment
4. Cultural dynamics in assessing world markets
5. Business customs and practices in world markets
6. Political considerations in assessing world markets
7. International legal environment
8. Researching world markets
9. Strategic planning and organizing world markets
10. Planning and developing consumer products for foreign markets
11. Marketing products and services
12. International promotion
13. Pricing in international markets
14. The international distribution system
15. Import/export trade mechanics and logistics

The principal weakness of the overall degree emphasis is the one semester of foreign language study. KCC offers courses in Japanese, Mandarin Chinese, Korean, Tagalog, Samoan, French, Russian, and Hawaiian. The faculty felt that one semester of a language was insufficient to enable students to competently converse in a foreign language. However, in order to keep the degree requirements to 60, we could not require more than three credits of foreign language study. Still, we hope that this cursory knowledge of a foreign language will begin to make students more aware of the importance of knowing the language and culture of people from other countries in establishing personal and business relationships.

Assessment

In fall 1993, a complete assessment will take place to determine the viability of the program. Important factors are, the number of students enrolled in the program, areas of special interest, competencies employers deem important, and job opportunities available to KCC sales and marketing graduates. Adjustments, deletions, and additions will be considered at that time, so that the program can accomplish its goals of satisfying student needs and providing industry with culturally sensitive and competent employees.

Future Plans

We are currently working with the Hawai'i State Department of Education and the Learning Center at McKinley High School. The only course the center offers is Business Japanese. Under development is another course called Business International, which will introduce students to international trade and marketing. This is the only site that offers such courses at the secondary level. If students want further knowledge of Asian-Pacific culture and business, they must continue their education at a postsecondary school, such as KCC. We will be working closely with McKinley High School on a 2+2 program, which will encourage and allow students to develop their cultural and business awareness of Asia and the Pacific at McKinley, and then transfer to KCC to pursue the sales and marketing degree with an Asian-Pacific Emphasis. I will report on all these developments at the spring Beacon Conference.

Internationalizing the Curriculum in Food Service and Hospitality Education

Kusuma Cooray
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The state of Hawai'i has a multiethnic population that depends economically on national and international tourism. To adequately train students as employees for the food service and hotel industry, which forms the infrastructure for tourism, the food service and hospitality education department at Kapi'olani Community College (KCC), is developing a curriculum to provide students with an enhanced global perspective and enable them to better serve visitors from all over the world. Further, a significant proportion of the local population has roots in Asia and the Pacific, and when they dine out, they expect to find Asian and Pacific cuisines appropriately prepared and served.

The department is uniquely geared to undertake the task of internationalizing its curriculum to provide students not merely technical training, but a comprehensive education encompassing a global outlook.

Food Service and Hospitality Education (FSHE) offers two kinds of curricula: Food Service (FSER) and Hotel Operations (HOPER). In each, students can obtain the AS degree or Certificate of Achievement. The focus of this paper is on the FSER curriculum, though when appropriate I will allude to FSHE in general. I will first outline the current FSER program, then discuss the philosophy and rationale for internationalizing the curriculum, and its implementation. I will conclude by suggesting an evaluative process for our new curriculum.

Background

KCC started its FSER program in 1948 with an enrollment of six students, and it grew into a major program in the 1980s. The program was expanded in 1988 when HOPER was added to the curriculum. FSHE had a modest beginning with limited facilities and little space for expansion at the old Pensacola campus. The program moved to the Diamond Head campus in 1990, and now operates from a state-of-the-art facility. The HOPER component may be enhanced by the addition of a 50-room luxury hotel on campus for training students. Today FSHE annually attracts over 600 students and is perhaps the biggest program of its kind in the Pacific.

Rationale

Its unique geographical location and multicultural population make Hawai'i not only a stepping-stone, but a center for interaction among countries in Asia, the

Pacific, and North America. Hawai'i has the potential to become the leader in food service and hospitality education in the Pacific. I believe that KCC already has the facilities to develop a world class program. What is currently needed is a strategy for improving the quality of programs being offered. Part of this strategy must be the internationalization of the curriculum.

Hawai'i's economy is heavily dependent on tourism, and tourism depends on the food service and hospitality industry for its survival. In the 1990s Asian-Pacific cuisine has become very influential in the industry. The industry in Hawai'i has responded by providing customers with dishes and menus having an Asian and Pacific flair. However, the FSER program at KCC has not gone far enough to incorporate this industry trend into its curriculum.

The foundation for a dynamic Asian-Pacific program in step with trends in the industry was set with the construction of a world-class facility at KCC. Now it is time to develop a top quality program in international cuisine with an Asian-Pacific emphasis to attract not only students from within the state but also from other parts of the world.

The program can take advantage of the wide variety of hotels and restaurants in the surrounding city of Honolulu. Few cities can boast of such a variety and diversity of food and hospitality operations. Facilities range from bed-and-breakfast operations to five-star hotels, and from small street-side ethnic cafes to gourmet restaurants serving many kinds of cuisines.

Because of this concentration of food and hospitality service operations within a relatively small area, Honolulu is an ideal place for setting up an apprenticeship program for FSHE students. Such a program must teach students an appreciation of Asian and Pacific cuisine and culture, while it develops effective working relationships with industry people in the area.

Internationalizing the curriculum is also important to give KCC graduates a broader, more comprehensive background to prepare them to assume mid-level rather than entry-level positions in the industry. Currently, most of the upper-level positions in Hawai'i's hospitality industry are held by persons who have had their training outside of Hawai'i. There is a need to revamp the curriculum so that students can have the competence to enter mid-level positions after graduation. Presently graduates from other institutions have an edge over KCC students because the perception is that our graduates do not have the comprehensive background required for entering mid-level positions in the industry. However, with more rigorous training, mandatory apprenticeship, counseling in professional discipline, and broadening of their perspectives through an internationalized curriculum, students can have the requisite background. Thus, internationalizing is a priority in the process of reshaping the FSHE student experience at KCC. Many students are already familiar with Asian-Pacific cuisines through their families and local environment and should be able to use this familiarity to their advantage in their training and careers.

The FSER AS degree curriculum is currently designed to prepare students for entry-level employment in commercial and institutional food service. Fourteen FSER courses are presented in the 1990–1991 General Catalog, many with descriptions pertaining to European- and American-style cookery. Only one course, Short Order Cookery/Ethnic Cookery, makes specific reference to non-Western food preparation. Asian-Pacific cuisines are alluded to in other courses, such as International Cookery, but they are not emphasized in the curriculum. In the advanced courses, for example, the chef instructors interject Asian-Pacific content where appropriate. A curriculum with a stronger Asian-Pacific emphasis must be implemented if FSER is to fulfill the mission with which it has been entrusted.

Planning and Development

The KCC-FSHE department is in the process of revising its curriculum to include a greater global perspective. Three new courses, Intermediate Cookery (FSHE 119), International Cuisine (FSHE 214), and Asia-Pacific Cuisine I (FSHE 210) or Asia-Pacific Cuisine II (FSHE 211), are required for all students enrolled in the AS culinary arts program. Sixty-six credits are required for graduation. Intermediate Cookery and International Cuisine are mandatory for all students planning to manage food service programs in schools and health care facilities. Also, for all programs, Asian-Pacific I and II are optional courses.

International Cuisine is an eight-week modular course emphasizing European, Asian, and American regional cuisines and their interrelationships. It also focuses on the infusion of Asian-Pacific influences in contemporary cooking. Maui, Leeward, and Honolulu Community Colleges offer similar courses.

Asian-Pacific Cuisine I is an eight-week modular course. It covers Chinese cuisine in four weeks, South Asian/Indian cuisine in one week, and Southeast Asian, (that is, Vietnamese, Thai, Philippines and Indonesian) cuisines in three weeks. In this last three-week module, emphasis is placed on culinary traditions, specialities, and the use of indigenous ingredients that distinguish one South East Asian cuisine from another. The course also addresses the influences of China and India on various European cuisines.

Asian-Pacific Cuisine II is a continuation of Asian-Pacific Cuisine I. Japanese cuisine is covered in five weeks, while Okinawan, Korean, and Hawaiian and Pacific are each covered in one-week modules. No such courses are offered by the other community colleges in Hawai'i.

While these three international and Asian-Pacific courses are grounded in a food service curriculum, they are also infused with significant cultural and historical content.

Faculty Role

The international emphasis in the FSER curriculum began in the late 1980s. Two faculty members and three students from KCC attended the first food service training program in Tan Cheng Hotel in Xian, People's Republic of China, in sum-

mer 1987. The team had a unique exposure to Chinese culture in a food service environment. (See Hiltbrand and Taga in volume III.)

Early in 1988, integrating the Asian-Pacific cuisine courses into the curriculum became an FSER departmental priority. A faculty member was assigned the task of developing the Asian-Pacific cuisine courses. In summer 1988, the department chairperson traveled to Southeast Asia to survey culinary training programs in leading institutions in several countries. The objective was to gain insights into FSER programs in different cultural settings. They visited the following programs:

1. Bandung Hotel Training School, Jakarta, Indonesia
2. Shatec Hotel Training School, Singapore
3. Institute of Technology and Vocational Education, Bangkok, Thailand
4. International Tourism Management School, Bangkok, Thailand
5. Tung Dynasty Restaurant Xian, Beijing, People's Republic of China
6. Vocational Training School, Hong Kong
7. West Lake School, Taipei, Taiwan
8. Nagoya Cooking Academy, Nagoya, Japan

The visits to these institutions provided them with a wealth of information on the layout of facilities, food preparation, service styles, and food customs and traditions. The survey of training programs in different Asian cultural settings has helped in developing our Asian-Pacific curriculum. In addition, the tour provided an opportunity to make professional contacts with food service experts in other countries. This could be beneficial in developing a professional exchange program between KCC and institutions in the future.

The FSER faculty come from many different ethnic backgrounds. Because of this, we are extremely well suited to contributing ideas and procedures for internationalizing the curriculum. I believe that few FSER departments anywhere in the world have such an ethnically diverse faculty.

In summer 1990, in my capacity as a faculty member in the department, I participated in a special program at the Cornell University School of Hotel Administration (CU-SHA), where I met with faculty members to discuss curricula and syllabi. I was particularly interested in finding out about CU-SHA's course in cultural cuisines as it related to internationalizing KCC's curriculum. I was later invited by CU-SHA to present a lecture on Indian cuisine and its influences on the cuisines of Sri Lanka and Singapore and to give a demonstration of Sri Lankan cuisine.

Implementation and Assessment

International Cuisine, Asian-Pacific I, and Asian-Pacific II courses are currently being offered. Initially the two latter courses will be offered as electives, but in 1992 they will become required courses, each offering five credits.

A successful course is one that matches course content with desired student learning outcomes. We will closely monitor and evaluate these two new courses.

This is particularly important since there is no single textbook or manual to guide the instructor and students.

All courses offered are evaluated by students and faculty at the end of the semester but existing procedures are inadequate to assess these new courses. Each new course will not only be continuously monitored, but it will be periodically evaluated as the course progresses. The following procedure will be used:

1. Formulate a detailed syllabus and course content sheet
2. Divide the content into workable blocks
3. Develop a detailed outline for the lecture and lab sections and have a detailed worksheet for each lab section
4. Have students evaluate each lecture and lab by completing a brief questionnaire
5. Have the instructor log in positive and negative reactions and comments as to how each session went
6. Make dated copies of all handouts, quizzes, and exams
7. Collect final evaluations of the course

All of the above documents should be filed in chronological sequence to form a manual. Developing such a manual is useful for the following reasons:

1. It gives a record of what was planned and what was accomplished by the instructor in each session.
2. It gives clues to student learning outcomes in each session.
3. It gives an overall assessment of the course by instructor and students.
4. It helps to stabilize the course.
5. It serves as a guidebook for the instructor to make additions, deletions, and modifications to the course content in general and single sessions in particular.
6. It provides continuity for the course; for example, a substitute instructor or new instructor can use the manual as a guide.
7. The manual can lead to the development of a textbook and a workbook for the course.

Following the procedure outlined above involves some additional work for the instructor, but it can lead to a significant enhancement of the KCC-FSER programs. We as educators are responsible for providing a meaningful and quality educational experience to students and should be willing to go the extra mile to provide it.

Faculty evaluation of the new courses is also important. I previously noted that because of its multiethnic composition, the FSER faculty can provide helpful suggestions for improving the offerings in ethnic cuisines and help upgrade the courses. Faculty involvement is also necessary to maintain the quality and integrity of the overall program.

The FSER facility is one of the few with a kitchen and dining room facility dedicated to Asian-Pacific cuisine. The new courses must be integrated to provide for the optimal use of this facility.

The Changing Campus Environment

The Asian-Pacific area is receiving a great deal of focus at KCC. Many other departments are emphasizing it in their curricula. In addition, Kapi'olani's Asian-Pacific task force provides an avenue for exchange and dissemination of information.

Food and cooking are integral components of every culture. Therefore, any cultural exchange must include them. The FSER department can become an important link in the cultural exchange process on campus. An easy and effective method is to provide meals with cultural themes at affordable prices at a common meeting place for students, such as the Ohia cafeteria. These meals can be an educational experience for the FSER students who produce the food as well as the other students who enjoy it. Another activity that the department already strongly supports is the International Festival, held every spring on the KCC Campus.

The FSHE department in general and FSER in particular can be and must become a major player in opening up global horizons with an Asian-Pacific emphasis to students at KCC. We are moving in the right direction by implementing the revised curricula focusing on international and Asian-Pacific cuisines. In addition, projects as outlined above that reach a larger segment of the student population and faculty are indispensable in order to achieve our mission within the University of Hawai'i system.

Internationalizing the General Education Curriculum

Dick Mayer
Maui Community College

Over 20 years ago, Maui Community College (MCC) began to internationalize its curriculum, long before the term "internationalizing the curriculum" gained the status of educational jargon. Those involved in lower-division instruction at the community college and university levels may be interested in both the process by which MCC internationalized a portion of its general education curriculum and a description of the final product. The process may be helpful because it allowed faculty who normally do not cooperate because they are in different disciplines to work closely together in the development and implementation of a new curriculum design. The product, the MCC model, may provide a paradigm for structuring the internationalization of general education across the curriculum. The initial model has persisted for the past two decades.

Background

In the late 1960s, MCC was started as part of the University of Hawai'i system. It was expected that the liberal arts graduates from Maui and the other Hawai'i community colleges would transfer to the main campus at the University of Hawai'i at Manoa (UHM) after completing their lower-division requirements at the community colleges. It was decided that in the interest of easing our students' transfer, MCC should model its general education curriculum on the lower-division requirements at UHM.

UHM, like most American universities, has a general education program which requires students to take a certain number of social science, humanities, and natural science courses. Only certain courses fulfill each of these three broad area requirements. World Regional Geography (Geography 102) is a course that fulfills the social science requirement, while World Literature courses (English 253 and 254) are electives which fulfill the humanities requirement. The UHM catalog descriptions for these courses are:

- World Regional Geography (Geography 102): World's major cultural regions; geographic aspects of contemporary economic, social, and political conditions
- World Literature to 1600 (English 253 and 254): Major Eastern and Western authors from the classical, medieval, and Renaissance period

- World Literature after 1600 (English 254): Major Eastern and Western authors from the time of the European Enlightenment to the modern period

When MCC was established, its campus was small and its facilities were somewhat crowded. New faculty were assigned to share rather small offices, and every effort was made by the administrators who did the assigning to place faculty from different disciplines as office mates. I, a social science instructor, was paired up with Victor Pellegrino, an English instructor.

As office mates, we often discussed our efforts and frustrations in teaching our courses. Pellegrino felt that his World Literature courses could not always be understood by his students because of their lack of familiarity with the physical and social settings in which the literature was taking place. He wished that his students had a better background. Similarly, I felt frustrated that his students received only an understanding of the physical and social settings of various world regions without having the opportunity to gain a deeper emotional, historical, and subjective understanding of the respective regions.

We schemed to modify our courses to permit students to enroll concurrently. However, it was first necessary to modify the courses considerably and to articulate them with UHM's general education core committee.

At UHM, World Regional Geography is a one-semester social science survey course covering of the world's major geographic regions. During a typical semester, there was only time to spend about two weeks on each region, hardly enough to give students an in-depth knowledge. Similarly in the world literature courses (usually a two-semester sequence), it was necessary to cover a great variety of time periods, cultures, and literary genres. Furthermore, the literature was taught chronologically, and it was often difficult to relate literary works from one culture to a literary work which followed chronologically, but came from a very different culture. Each text was taught in isolation from the other texts as well as from its cultural context.

We proposed that both courses be modified in such a way that each would reinforce other's content, strengthen the learning experiences of the students, permit concurrent registration, and continue to articulate to UHM.

World Regional Geography was changed to a two-semester sequence with each semester emphasizing only three major regions: Geography 102X, taught in the fall semester, covers India, China, and Japan; Geography 102Y, taught in the spring semester, includes Europe, the former Soviet Union, and Africa. By concentrating on only three regions per semester, each received five weeks (15 class hours) of instruction. Of course, basic geography concepts continued to be taught. However, the concepts were placed in a context of three regions per semester, instead of eight to ten.

The world literature courses required a more substantial modification. Traditionally, the courses were taught chronologically rather than geographically, so that a text from ancient Greece might be followed by a text from ancient China with

little in common between the two other than the fact that they were written in a relatively similar time period. MCC's world literature courses were reorganized geographically, paralleling the world regional geography courses; that is, English 253, to be taught in the fall semester, devoted three five-week periods to the literatures of India, China, and Japan; English 254, to be taught in the spring semester, began with the literature of Europe, followed by the literature of the former Soviet Union and Africa.

Articulation Issues

One of the more important aspects of establishing this curriculum was the articulation of each of our courses into the UHM general education core. Geography was relatively easy since the UHM geography faculty understood the regional approach. In fact, years later, several of the UHM geographers stated that they wished they could get rid of the one semester survey course of the whole world and utilize our two semester model which emphasized five-week modules on three world regions each semester.

The two-semester world literature course unfortunately created a number of articulation problems. Foremost was the need two decades ago to convince the UHM English faculty that it was perfectly proper to include literary works from the Non-Western world in a world literature course. Even here in Hawai'i, in the midst of the Pacific Ocean and half-way between North America and Asia, it was difficult to convince the Western-oriented English faculty that there was an extensive and high-quality literary tradition in Asia and Africa. Their skepticism resulted in a protracted struggle over the articulation of MCC's world literature into the UHM general education core.

A second and somewhat related issue was that a regional approach to literature went against the tradition of a single chronological approach. In the end, MCC's faculty members were able to prevail, and for the past 20 years the two geography and the two literature courses have articulated with UHM courses with similar titles.

Advantages

Other faculty members are aware of the geographical sequencing of the world regional geography and world literature courses and have altered their courses so as to follow the same sequence. For example, the religion course discusses Indian Hinduism, Chinese Buddhism and Japanese Shintoism at approximately the same times that those regions are being discussed in the geography and literature courses. Formerly, the art instructor also followed the sequence. Depending on the faculty member's interest, it would be possible to make the MCC regional approach an excellent paradigm for internationalizing much of the general education curriculum.

Many students spoke of the wonderful and deep insights which they accumulated by studying a specific region simultaneously from two viewpoints. Further-

more, classroom discussions in each course were enhanced when students were able to bring in perspectives which they had gleaned from the parallel course.

For us, a major benefit in teaching these regional courses has been that we can justify extensive travel to various regions of the world. We have taken sabbatical leaves and/or received Fulbright grants to study in China, Japan, the former USSR, Europe, and Africa. Unfortunately, many of the tax shelter benefits of world travel, which existed in the 1970s and early 1980s, are no longer available.

Originally, these courses were offered in one-credit modules to provide a degree of flexibility for our students by allowing them to take modules on one specific world region. For example, students taking Japanese language could enroll in or audit the Japan module of the geography and literature courses to gain a deeper understanding of Japan. Also, a person who was planning to travel could take a geography and literature module on the region to which he or she was travelling. However, despite the advantages of these one-credit modules, they were discontinued because relatively few students signed up for a single module, and it was not worth the extra effort to conduct registration and grading for so many one-credit modules. Most students, it turned out, were interested in obtaining the three general education transfer credits in social science or humanities.

Problems: Students were not required to enroll in both courses at the same time. Although it was hoped that a large number of students would enroll in both courses, they often register in only one. Enrollment for the courses developed through word of mouth and academic advisors. It was difficult to convince counselors to enroll students in both courses.

An additional problem occurred when we took our sabbatical leaves and could find no other faculty members qualified to teach our courses. This problem was especially acute for the world literature course.

Conclusion

The MCC administration has been supportive of this curriculum innovation. We were given the encouragement, funds (for travel), and freedom to modify the curriculum in the international direction at a time when "international" was still a strange concept in the community college curriculum. In fact, 20 years ago there were some community college administrators and faculty elsewhere who felt that community colleges should have no role in anything beyond their community. For Maui that might have meant "don't teach about anything beyond our Island shores."

Ultimately the success of the curriculum innovation should be attributed largely to our initiative, interests, and interpersonal chemistry. We have maintained a close professional and personal relationship for 24 years. At retirement it may prove difficult to replace one or the other.

Course Descriptions

World Regional Geography (Geography 102X, 102Y). Introduces the geographic background of the world's major cultural regions. Emphasizes historical factors

and modern social, economic, and political influences on each region. 102X Geography of India, China and Japan (fall); 102Y: Geography of Europe, the former USSR and Africa (spring).

Course Objectives. Both courses have the same general objectives, differing only in the specific regions of study:

1. To understand better the different ways in which people and societies have adapted to and modified the world's large variety of geographic conditions
2. To learn the names, locations, and importance of the world's major cities, rivers, mountains, seas, etc.
3. To understand the attitudes, aspirations, and problems of foreign peoples
4. To understand the relationship of foreign areas to each other and particularly to the United States

Because we are limited by time in our desire to learn everything about each region, we will concentrate only on highlights of each region—always keeping in mind the fact that further study, travel, and living experience in a region would give us a deeper understanding.

Course Structure. Each region will follow the same general outline:

1. The physical environment (which includes the climate, resources, topography, etc.)
2. Important place names (rivers, cities, mountains, seas, neighbors, etc.)
3. Historical factors which would better help us understand the present and future development
4. Political organization
5. Economic activities that show the society's dependence and effect on its environment
6. Population and land relationships (density, migration, natural disasters, etc.)
7. Geopolitics—relationships with other areas

World Literature (English 253). Studies and analyzes internationally recognized literary works of major world cultures (Eastern) from ancient times to present (fall).

World Literature (English 254). Studies and analyzes internationally recognized literary works of major world cultures (Western) from ancient times to present (spring).

Course Objectives. Both courses have the same general objectives:

1. To acquaint the student with great ideas and values as portrayed in major works of literature which are representative of various regions of our world (ancient to modern periods)
2. To familiarize students with the mainstream of ideas and philosophies

which constitute their cultural heritage, whether Oriental or Occidental

3. To study and analyze the nature and form of literature, its style, plot, character, types, etc.
4. To examine, to analyze, and to discuss the moral, political, religious, and sociological problems faced by our Eastern and Western cultural predecessors and which are still, to one degree or another, faced by humankind today
5. To develop an awareness of universal problems and qualities as exposed through literature
6. To make students aware of great writers of the past and present, their literary works, and their philosophies
7. To expose students to a wide distribution of genres in world literature.

Texts. From the lists below, representative texts from different periods are selected for English 253:

India

- Banerji, *Pather Panchali*
- *The Panchatantra* (selections)
- *Bhagavad-Gita* (selected chapters)
- Markandaya, *Nectar in the Sieve*
- Markandaya, *Handful of Rice*
- Kalidasa, *Shakuntala*
- Tagore (selections from *Gitanjali*)
- Narayan, "The Financial Expert"
- Waley, *The Wisdom of China and India*
- Babbitt, *Dhammapada*

China

- Lao-tzu, *Tao Te Ching* (selections)
- Chuang-tzu (selections)
- Lin Yutang, *Importance of Living*
- T'ang poetry (selections)
- Wu Ch'eng-en, *Monkey* (selections)
- Peking Opera, "Black Dragon Residence"
- Waley, *The Wisdom of China and India*
- Pa Chin, *Family*
- Tsao Hsueh Chin, *Dream of the Red Chamber*
- Lu Xinhua et al., *The Wounded, New Stories of the Cultural Revolution, 1971-78*
- Revolutionary and communist fiction and non-fiction (including Mao Tse-tung, Lu Hsun, Pa Chin, Mao Dun, Lao She)

Japan

- Murasaki, *Tale of Genji*

- Kyogen, *Kaminari* or *Busshi*
- No, *Kayoi Komachi* or *Hogoromo*
- Kabuki, *Narukami* and *Kaniincho*
- Chikamatsu, *Love Suicides* (Amijima)
- Kamo no Chomei, *Hojoki*
- Henderson, *Introduction to Haiku*
- Saikaku, *Five Women Who Loved Love*
- Akutagawa, *Rashomon; In a Grove.; The Nose*
- Soseki, *Kokoro; I Am a Cat; Botchan*
- Tanizaki, *Some Prefer Nettles*
- Ibuse, *Black Rain*
- Kawabata, *Snow Country*
- Mishima, *Sailor Who Fell from Grace with the Sea; Temple of the Golden Pavilion; Confessions of a Mask; Sound of Waves*

Developing Leeward Community College's Japan Studies Program

John Conner
Leeward Community College

> No college or university education for Americans can be complete without some systematically developed points of reference beyond the western tradition.
>
> —*Ward Morehouse*

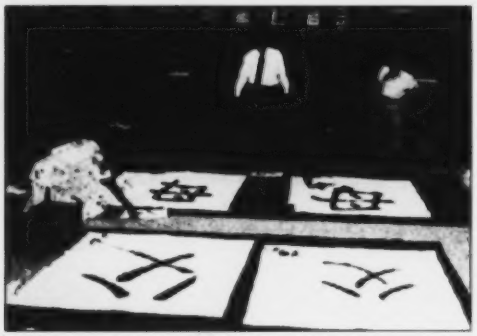
> While the world is becoming a single great global community, it retains attitudes and habits more appropriate to a different technological age. Before long, humanity will face many grave difficulties that can be solved on a global scale. Education, however, as it is presently conducted in this country, is not moving rapidly enough in the right direction to produce the knowledge about the outside world and the attitudes toward other people that may be essential for human survival within a generation or two. This, I feel, is a much greater international problem than the military balance of power that absorbs so much of our attention today.
>
> —*Edwin O. Reischauer*

The rationale for internationalizing the curriculum in the community colleges is summarized in the two quotations above. If these two statements are generally applicable to American higher education curricula, they are especially so in the state of Hawai'i, located centrally among the nations in and around the Pacific Ocean. With this in mind, we members of Leeward Community College's (LCC) arts and humanities division, in the late 1970s, began thinking in terms of internationalizing our curriculum and offering public programs on international subjects.

In 1978, under the leadership of the division's history department, the Humanities Group for Asian Studies was formed with its own logo, letterhead, and agenda for public programs and course development. Though nominally considering all of Asia, the group tended to focus particularly on Japan, due to the individual backgrounds and expertise of group members, which was strong in Japan Studies, but also because of Japan's strong new emerging world role and its partnership with the United States.

Humanities Group for Asian Studies—Public Program. The Humanities Group included faculty from history, literature, philosophy, religion and art as well as Japanese language, though the latter was taught by the language arts division.

Leeward students during home stay in Beppu City, 1986.



Calligraphy class with Professor Arakane.

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Humanities Group for Asian Studies—Public Program. The Humanities Group included faculty from history, literature, philosophy, religion and art as well as Japanese language, though the latter was taught by the language arts division. The group started by offering public programs on Japanese history and culture.

Shogun Panel. The first opportunity for a public program came in 1980, when Jack Kellner of KHON-TV's public service program invited three members of the Leeward Humanities Group to participate in a half-hour panel program on the then popular and controversial TV film of James Clavell's novel *Shogun*, adapted from his best-selling novel on early Tokugawa Japan in the formative years 1600–1603. History instructors William Reed Richardson, Philip Hagstrom, and I discussed the novelistic and historical features of the book for our local TV audience. We were frankly surprised and very pleased that Kellner chose us for this important program over more established and recognized scholars in Japan Studies at the University of Hawai'i at Manoa (UHM). But apparently he felt that community college faculty could better communicate with the general audience. The panel did

a very creditable job, and videotapes of the discussion were made available to classes and other interested groups.

A second public program in the early 1980s was a series of tea ceremony demonstrations performed at LCC and in the community in cooperation with the Urasenke Foundation, an organization dedicated to preserving this important ritual of Japanese culture. William Puette, a lecturer and Japan specialist in the literature department, helped develop these programs. Richardson also arranged for Richard Morris, an expert from UHM, to lecture on and demonstrate the tea ceremony for classes at Leeward.

In the early- and mid-1980s, the group was awarded a large grant by the National Endowment for the Humanities (NEH) to stage a series of public programs on Japan for the general public.

The Martial Arts Program. Through a contact at the UHM School of Continuing Education, the group secured and developed a martial arts program featuring the leading swordsman of Japan, a national treasure named Otake Risuke Minamoto no Takeyuki, and his partner, Donn Draeger, a former pupil of Otake-san. Draeger was the author of many books on Japanese martial culture. Through the NEH grant, we were able to bring these two experts to Hawai'i for a demonstration at the Leeward theater, in cooperation with different local martial arts clubs, principally the Jikishinkage Ryu school specializing in the use of the pole sword. The demonstration was widely publicized, including several feature stories in the local newspapers, and broke all attendance records for the 600-seat theater. Interest was high because of the great popularity of Japanese martial culture in our local community.

The Leeward media center staff recorded, for later class use, this lecture-demonstration as well as specially staged performances by Draeger and Otake-san in the Japanese gardens of the East-West Center at UHM. The production was a great success especially because of the memorable figure of Otake sensei, an embodiment of the strongest virtues in traditional Japanese life.

The Shakuhachi (Japanese Flute) Program. The next program in the NEH-sponsored series, again performed in the Leeward theater, featured the art of the *shakuhachi* or Japanese flute. The expert performer was Riley Lee, a local man who had studied the flute for years in Japan and was the only designated grand master of the instrument who was non-Japanese and living outside of Japan. Lee performed with a group of musicians brought from Japan and also gave a lecture on Japanese music at the theater. He gave other special lecture-demonstrations to Leeward classes through the cooperation of his department of Ethnomusicology at UHM. Tapes of his performances and lectures have been used by subsequent Japanese culture classes.

Japanese Architecture Program. The final program funded by the NEH consisted of two slide-lecture presentations on Japanese architecture. The first, featuring William Reed Richardson, was on Japanese architecture in general; the second was a series on the Katsura palace in Japan. The former was presented in the LCC

theater, while the latter were presented at various libraries and club centers around the Island. The grant funded a cameraman in Japan who was able to obtain special picture-taking privileges in the palace from the Imperial Household Agency.

A principal lecturer in the series was Thomas Katsuyoshi of the UHM architecture department. With supplemental funding from the Hawai'i Committee for the Humanities, we added the subjects of Himeji Castle, Nijo Castle and Shinto shrines and took the programs to Maui and the Big Island. A number of the slide programs were converted to filmstrips on the Mainland and are used in Leeward and West O'ahu College classes.

In fall 1986, the Honolulu Academy of Arts asked us to organize a presentation related to its program of water and ink, Muromachi Period Paintings from Japan. These programs were considered highly successful by the NEH for their broad coverage of Japanese culture and for their success in reaching a broad cross-section of the local community. With a supplementary library grant, also obtained from NEH, the Humanities Group was able to significantly increase the library's holdings in the field of Japan Studies.

Beppu University Contacts

From 1980, I have been in contact with Beppu University, a private university in northeastern Kyushu, Japan's southern-most island. By this time, the group had evolved into the present Japan Studies group, with me and Ruth Adaniya of the Leeward history department serving as co-coordinators. Contacts with Beppu University evolved into a formal sister-school relationship, first with UHM in 1980, and later with LCC in 1989 (see Conner in volume III).

As a result of these contacts, a three-credit course in the form of a three-week intensive study tour of Japan was set up in 1986. The course featured lectures and field trips. Japanese history, literature, religion, archaeology, politics, economics, and art were covered over a two-week period. Another week was spent touring the Japanese cities of Kyoto, Nara and Tokyo, examples of the full flowering of Japanese culture. The lectures at Beppu were given in Japanese, with translation into English provided by Beppu University staff.

In 1987, Leeward added to its summer school curriculum a series of three-credit courses on Japanese Culture taught by visiting professors from Beppu University. These courses were offered in the odd-numbered years, 1987, 1989 and 1991, with the Beppu summer seminar course offered in the even-numbered years, 1986, 1988 and 1990. The first two courses offered by Beppu professors were Japanese Culture from the Perspective of the Japanese Farmer, in 1987, by Shigemi Goto of the Beppu history department, and a course in Modern Japanese Literature, in 1989, by Shigeru Kudo of the literature department. Goto also gave several public lectures to the community in support of our on-going public programs. Both professors lectured in Japanese, with English translators provided.

The Hawai'i International Film Festival

In the mid-1980s, Leeward's Japan Studies group began to collaborate actively in the Hawai'i International Film Festival, which was started in the early-1980s by the East-West Center's Institute for Culture and Communication. The festival, under the directorship of Jeannette Paulson, quickly became widely recognized as one of the world's most successful public-oriented film festivals. Each year, during the first week of December, it brings films from all over the world to the public, free of charge, in the service of international education. The festival's motto is "When Strangers Meet," and through films which explore the cultural characteristics of many different societies, the festival seeks to increase international understanding and awareness. Leeward's theater provided an ideal site for films to reach residents in West and Central O'ahu, and the group began scheduling films there in conjunction with the festival, with accompanying instructional literature for classes on campus, so that teachers could incorporate the films into their courses.

In keeping with our public program policy, we also engaged experts from UHM and others brought in by the festival to participate in educational discussions of the films. Following the showing of each film, the experts conducted a panel discussion moderated by our Japan Studies faculty. The films included Akira Kurosawa's *Ikiru* and Masahiro Shinoda's *Double Suicide*, as well as *Farewell to Manzanar*, the award-winning film documentary on Japanese-American internment during World War II.

Foremost among the experts for these Japanese public film programs has been Donald Richie, who is recognized as America's leading authority on Japanese films. Richie appeared on several panels over the years, and also gave guest lectures on campus for our students and faculty, as well as community members. His lectures on Japanese aesthetics were taped and provide an invaluable resource for our various classes in Japanese culture. His lectures covered a wide range of topics, gleaned from his more than 40 years as an expert commentator on Japanese culture.

One of our most successful film panels was on the Shinoda film *Double Suicide*. The panel, featuring Richie and Victor Kobayashi, dean of the UHM summer session, covered important areas of Japanese history, customs, and culture related to the film.

Funding Base. Funding for the development of our Japan Studies public programs came primarily from NEH grants and from links with the nonprofit Hawai'i International Film Festival, which was funded by numerous corporate groups. Our volunteer community groups, especially the Zanta Club of retired professional women contributed freely of their time. They also contributed funds for promotional efforts and hospitality committees. Other funds were supplied by the provost's special fund, the Japanese Studies account with the University of Hawai'i Foundation, and the Arts and Humanities instructional support fund.

Administrative Support. The promotion of international education by the Japan Studies group was strongly supported by Provost Melvyn Sakaguchi

throughout his tenure in the decade of the 1980s and by his successors, Peter Dobson and Barbara Polk. Our current dean of instruction, Kathi Hiyane-Brown, is also an enthusiastic member of the Japan Studies team, having personally escorted last summer's seminar study trip to Beppu University.

We are also supported strongly and invaluably by the long-time secretary of the arts and humanities division, Gail Harioka, who has been tireless in her typing, collecting and processing of documents far too numerous to mention. Her advice and wise counsel have been absolutely necessary on many occasions, especially considering the very small size of our present team. Our community services division was of enormous help to our effort, especially its director, Lucy Gay. Chancellor Joyce Tsunoda has also strongly supported our efforts at internationalizing our educational efforts. She served on our film festival panel for Kurosawa's *Ikiru*.

Faculty Support. As mentioned earlier, the present Japan Studies group grew out of the older Humanities Group for Asian Studies. Aside from the present coordinators of Japan Studies, Ruth Adaniya and me, faculty participation has been rather sporadic. Our present emphasis is to widen faculty participation beyond the arts and humanities division. A recent panel on international education, presented to visiting faculty from Massasoit Community College of Massachusetts, suggests that we have many faculty and staff at Leeward with experience and interest in international education.

There is a growing interest in Peace Studies which can be easily incorporated into international education. Leeward has also been developing programs in Philippine Studies and Hawaiian and Pacific Studies, and these new programs promise wider faculty involvement in international education.

Implementation and Assessment

LCC has completed much foundational and developmental work in Japan Studies, and that work has resulted in a solid package of course offerings. In the early-1980s, Provost Sakaguchi encouraged the creation of a package of Japan Studies courses to more formally internationalize the Leeward curriculum. It was expected that these courses would better prepare students to go on to Asian or Japanese area majors in completing their baccalaureate degrees. He also envisioned a preliminary certificate program, but this has yet to be instituted. The courses were also seen as a valuable preparation for students taking the intensive summer seminar course at Beppu University.

The following courses are now part of the Japan Studies curriculum:

- East Asian Language and Literature (EALL 271–272): Japanese
- Introduction to Japanese History (HIST 244): This was an entirely new course, developed as an elective
- Introduction to Japanese Culture (HUM 220): This course embraces a wide range of Japanese cultural features and facets, including history, literature, politics, arts, and traditional crafts; it has been a very popular course, providing a one-semester comprehensive overview

- Japanese Language Courses: Japanese 101-102, 201-202 and Elementary Conversational Japanese 121-122; the courses in conversational Japanese are practical, vocational-oriented for employees in the local visitor industry, as well as for students who plan to take the summer seminar at Beppu University
- Introduction to Philosophy: Asian Traditions (PHIL 102)
- Introduction to Eastern Art (ART 180)

The courses in Asian philosophy and art have placed a primary emphasis on Japanese art, philosophy, and religion to integrate with the other courses in our general Japan Studies package.

Successes and Difficulties. The courses have been evaluated by the usual student evaluation forms since inception, and have generally been quite well received. For a number of committed students, these courses in Japan Studies have been enormously enriching and fulfilling, both from a personal and vocational standpoint. However, because these courses are electives, enrollments have sometimes been low (with the exception of the Japanese culture course). We hope in the future to increase the enrollment in the courses overall, perhaps by incorporating them into a certificate program. We also are hopeful that with new, more structured requirements for the Leeward AA degree, we will be retaining more students for a longer period, especially in Japan Studies.

We have enjoyed a very favorable response to the new Japan Studies courses from the administration, faculty, students and community. We have a highly Japan-conscious community, as well as a large percentage of Japanese-American community members who have looked on our courses as a valuable means to explore their ethnic heritage. In the future, we would like to integrate these courses more closely with our public program offerings on Japanese culture, and publicize them with the new AA degree requirements.

Future Directions

Since a number of the Japan Studies courses are relatively low-enrolled at this time, they are prime candidates to receive the new Writing Intensive (WI) designation. This designation should help boost enrollment in these courses, since WI courses are now required for graduation from UHM, and relatively few courses in the curriculum now have this designation.

Certainly we hope to see the whole scope of internationalization greatly expanded at Leeward by spring 1992. The Japan Studies program is relatively well established, and we now need to develop our Philippine Studies curriculum to better serve the fastest growing student population at LCC, the Filipino students, as well as the wider community interested in The Philippines' history and culture. We also need to further develop our Hawaiian-Pacific program. It is just starting at the present time, but it is the only notable one of its size and kind in our community college system. China and Russia studies are also areas which we need to develop in the years ahead.

A prime challenge for internationalizing education is the need to communicate across disciplines and develop a strong group cohesiveness and motivation. Because of the relatively nonspecialized nature of community colleges, with their across-the-board emphasis on instruction and with disciplines grouped by divisions rather than departments, interdisciplinary communication is perhaps easier than at four-year institutions. On the other hand, with the five-course instructional work load at community colleges, it is very difficult to find the time for all of the organization and preparation necessary for this effort.

The pitfalls can come in the form of lack of attention to detail, loss of motivation or burnout, and a tendency to compete rather than cooperate with colleagues. But the rewards are significant. Internationalizing education is very much on the cutting edge of American higher education, which must help prepare our students for a globally interdependent world. Transportation and a host of technological advances have brought the world physically much closer together. We must learn to live together fruitfully amidst this greater proximity, or the proximity can turn fatally destructive. The reward of our efforts is to help people learn to live with one another, in recognition of their mutually enriching cultures and their common humanity. It is hard to think of a richer, more worthy goal in education today.

Conclusion

Our efforts to internationalize education are fully in line with trends in the entire University of Hawai'i system. In a *Honolulu Star-Bulletin* interview, President Albert Simone made the following comment:

> "We have, among American universities, certainly the largest and one of the strongest programs in Asian-Pacific studies. We have three hundred faculty alone in the social sciences and the humanities budgeted in the centers of Korean studies, Philippine studies, Pacific Island studies, Soviet Union Pacific studies, East Asian studies, Southeast Asian studies, and Chinese and Japanese studies. We offer East Asian languages that are not offered anywhere else in the country. We offer eighty different foreign languages. We view ourselves as an international university. And we have to learn from our partners out there."

Here at Leeward we have our partner, too, in Beppu University, and as in the opening statements of Ward Morehouse and Edwin O. Reischauer, we plan to march vigorously forward into the increasingly internationalized world of the 21st century.

Hawaiian and Pacific Studies at Leeward Community College

Leialoha Apo Perkins
Leeward Community College

The Hawaiian and Pacific Studies (HPS) program covers a broad range of subjects. It concerns the native peoples of Hawai'i as well as American colonizers and immigrant ethnic groups, all of whom are politically a part of the United States, with its democratic institutions, such as public education, which have arisen within the last two centuries. HPS also covers the island peoples of the Pacific, who entered the Pacific Basin from Southeast Asia in double canoes and have existed as political and cultural entities for millennia (as in Tonga, for over three thousand years). These peoples established unique cultures until colonized by Europeans, and eventually adapted in modern times to Western cultures in nonuniform ways and diverse patterns. The contemporary Pacific Islanders, including native Hawaiians, are still defining themselves with respect to who their ancestors were in the far and recent past, as well as to where they hope to go and how, as acculturated and acculturating citizens of Westernized democracies.

Internationalization therefore has domestic faces; it must deal not just with people living in foreign countries, but with natives and native histories, and their contemporary Americanized or Westernized aspects. Nationalization among ethnic minorities becomes a part of internationalization. There is a heart somewhere in all of this; it flies many colors of loyalties and many dreams of the future, both for individuals and for groups. Often enough, it fights itself. It does so, with and without grammars of social, political, economic, and educational outcomes and in mixed boxing, wrestling, and sometimes ear-chewing styles.

The thrust of the educational development planning policy of the Community Colleges of Hawai'i bears, in the end, insofar as the HPS program at Leeward appears to be affected, a political aspect, sometimes politicized, not only by ethnic minorities (in Hawai'i, all ethnic groups, including Whites, are minorities) but especially by those who see themselves as unemployed, disempowered, and persona non grata, an underclass for whom the rules seem to be made by an overclass, sometimes Island born, but often not. From the viewpoint of the policymakers, Leeward must give equal opportunity to all persons of the community, no less to its disenfranchised and minority members than to others such as dependents of the U.S. military stationed in Hawai'i.

Hula depicts the relationship that Hawaiians felt toward the land and the animals.

Internationalization of the curriculum implies exchange and communication between different entities (nation states), based on a difference between an "us" (who reside in Hawai'i) and a "them" (who reside outside of Hawai'i), whether a foreign government or the federal government. However, there is a point at which this them versus us view no longer operates efficiently for long-term educational objectives. Every student and faculty member, for example, must sooner or later learn standard English as well as some nonstandard form, to operate successfully in school, community and business environments in Hawai'i, and must understand the basis of American democracy, whether or not that is personally accepted as the best offered the community by its educational leaders.

These requirements of standard English and democratic values can be seen as imposed from the top down. By and large, democratic institutions prevail in the Pacific: British democracies in the new nations of the Commonwealth; American democracies in the north and northwestern Pacific; French democracies in the southeast and central Pacific. However, these democratic institutions are seen differently at the bottom, where custom is value and sometimes habit. The HPS program at Leeward, which is undergoing reformulation in the way curriculum may be conceived and operated, shows the promise and strains of the balance and tension between the traditional, indigenous culture and community, and the modern, democratic, high tech world.

Definitions

The term "Hawaiian" is used at Leeward Community College (LCC), in the division of arts and humanities, to refer to the following:

1. Studies of indigenous native thought and expression in the Hawaiian language or Hawaiian literature (taught with bilingual texts)
2. Studies by nonnatives (and/or natives) about native Hawaiians
3. Studies of the contemporary pluralistic and multicultural Hawai'i society

Thus, the term "Hawaiian Studies" is not coterminous with "Hawai'i Studies," although both include developments that extend from about 200 A.D. to the present. In all courses, contemporary methods and theories from Western disci-

plines are used, where relevant, the exception possibly being Hawaiiana (arts such as dancing and chanting, and crafts, such as *haku lei* making, and *tapa* making.)

The term "Pacific" is used in two senses, to cover the studies described above, or to studies concerning the non-Hawai'i parts of the Pacific, but not the Pacific Rim countries (China, Japan, Korea, the Philippines).

Thus, the definitions blur. "Hawaiian" may or may not be included in the term "Pacific." The term "Hawai'i" may reflect a modern American point of view (in the sense of a society still in progress toward a given end) rather than an indigenous one. Furthermore, persons with American democratic ideals underlying their socioeconomic and cultural experiences, even when interested in observing discrete differences of meaning between terms, may still be subject to investing in blurred definitions. Defining these terms may in some quarters be like holding a carrot before a rabbit's nose and in other quarters like a challenge that must be met as old warriors once met foreign chiefs entering their harbors.

Nativistic and ethnic movements are, if not openly apparent, undercurrents at LCC, as elsewhere in the American college scene. But perhaps because it remains, in much of its operations, a school with a personal touch, the alienation is not garish and usually not long lasting for those who need some small, temporary support. Classes are small, and the academic and support staffs work closely. In addition, students in work-study programs become a part of the nonacademic operation of the school or go into the community with their skills.

The native (not rabidly nativistic) and the ethnic parts of the curriculum are critical for the identities of students at the college. For students to see themselves as worthy of fulfillment is basic. It is as basic as learning to operate computers and to unlearn old ways before relearning them and to learn in addition still newer concepts, such as that of black holes, gene-splicing, and neutrinos in something uncertainly understood yet still called by its old name, the "Universe." We may face the 21st century with high-spirited expectations, if only because we are relatively young, but do so not without some uneasiness that the future is different from anything else that has hitherto been known. Some of our students are still earnestly spending every spare hour of their lives attempting to learn the dances of the cult of Pele, the volcano goddess, at the same time that they must fix in memory chemical formula of simple molecules such as H_2O in order to acquire that valued piece of paper called a diploma.

This is a challenge to educators planning for the future of a pluralistic plebiscite that is theoretically free to decide its future, yet may not be familiar with the political controls in its society. Democracy is not a Pacific tradition. It is an outside concept, operated by outside practitioners. In positions to play power politics or to push for self-determination of native and ethnic groups, educators in HPS, whether native or not, Western-trained and Western in learning, must make a case that appears nonpartisan. They must act out of non-partisan motivations for the best possible results. Excellence is the key concept, even when it sometimes means inflicting a great good upon a poor body. It is internalized in some strange and

some wonderful ways in former dropouts, working mothers, members of a prison population, and children who know not why they attend college but concede that it must be more meaningful than the option of doing nothing instead. "Why not?" they ask; in time they may arrive at "Why?"

This is clearly why, for LCC, serving the community is central to the success, not merely with its curriculum, but in particular with its presence in the minds of the people to whom the curriculum represents education and the future perceptions on how they will exist in their communities in relation to the world and what the world can mean to them in their communities.

The college is a force for change as well as stability. Any internationalizing must be seen by the community as, if not necessary, then desirable, and if necessary, then fortuitous a challenge and not an impediment, in order to relearn by unlearning to learn newly. This is not an easy or confidence-inspiring act among people who love old traditions or who, wanting to understand tradition, may have to undo nontraditional ways of thinking and behaving. The internationalizing of the curriculum may be at times not merely pluralistic or ethnically cross-cultural but in some cases, natively counter-European in the attempt to discover what is human beneath the cultural.

The HPS program reflects in part the community while having to reflect more than that community, for the long view. Toward that sometimes crossed purpose, it advances while sometimes shooting itself in the foot. We offer Hawaiian Dance, for instance, as a cultural course, but so long as it is treated as recreation rather than performing arts, Hawaiian dance, even when taught by native Hawaiians, is mainly fun with only some work. Continuing to treat Hawaiian dance as play instead of art, or an arty play at best, is self-destructive. For what makes modern dance art but the hula just play?

Another problem with teaching indigenous arts such as hula in an American-style school is that the genuine classical hula traditionally taught is basically autocratic in management and is not amenable to democratic classroom situations. A student is a disciple in the old school, and not merely one who, because he is enrolled and paid for joining the class, is entitled to anything or all that the teacher may herself know. In addition, the genuine *kumu hula* (master or mistress of Hawaiian dance) is ordinarily not an academic, and an academic who teaches hula is not, by definition, a traditional *kumu hula*, in the deepest sense of that term. The academic teaches hula for modern consumption, as in an appreciation course, found in adult education programs. A college, on the other hand, even a community college, should represent the best of the community to the best among its serious students. Perhaps it is time to get up and start all over again. The problem is not that dance cannot be play, but that, as it stands, at Leeward, now, that is all it is. Internationalizing the curriculum might well force the issue, so that a serious cultural art form can be taught as something more than a mere Americanized throwaway.

With Hawaiian music, the hula is the most sought after course by Hawaiians themselves, which says something of where the nontraditional Hawaiian students stand. Basically, they are not simply credit-oriented, not simply working toward degrees, although there is no reason they cannot, at least in some ways, be satisfied toward that end.

What the HPS program does not promote is a narrow partisanship of causes, whether racial or cultural. It is required to maintain, while protecting aspects of past traditions in the traditional modes, modern democratic learning, which takes little from the Pacific's past traditional ways of doing things, except in the concept of people serving people, at least among the humble, in a spirit called aloha, translated caring, as in the spirit of the song for the Ethiopian starving, "We Are the World." A progressive program must be accompanied by some heralding sign of good fortune, anticipating good will, even if its deed lags. The HPS program attempts to proceed with good will, even as it exists as an anomaly in this high-tech and nuclear age. The new, commercial Hawaiian music program at Leeward, now flying on experimental wings, for instance, puts the case simply and naturally. Among its statements of competencies are the following:

- Demonstrate the ability to work together as a group, respecting the efforts of all in the spirit of aloha
- Demonstrate an understanding of the qualities of humility, warmth, perseverance, and thankfulness which are important for performers

Interestingly, D. Kane, who teaches the course, is in character and personality the quintessence of what is, in fact, a hope more than a realistic expectation. But it is a self-endangering way to be among Hawaiians if it invites complacency or a status quo that in the long view is detrimental to all persons, whether native or not.

When the Hawaiian Studies department of the University of Hawai'i at Manoa (UHM) appears as warriors in defense of old traditions (much of it inarticulate and honest, and some of it indescribably mis-served), like chiefs to whom other chiefs are always pretenders, the HPS committee is set upon to do its own peace-making and, if necessary, to join with parties not averse to the simple act of efficiency.

Coordinating the Hawaiian and Pacific Studies Program

The program is run by an advisory council called committee, headed by a coordinator under the dean of academic instruction.

The committee establishes the goals and objectives of the program; introduces or shapes policy related to Hawaiian and Pacific courses on campus; implements policy established by earlier faculty; and discusses articulation issues with UHM's and the University of Hawai'i at Hilo's four-year Hawaiian studies programs and with UHM's undergraduate liberal studies program that leads to entry into the master's degree program in Pacific Islands studies.

The committee works closely with the recruitment and retention staff of the counseling department under the office of student services, the library and learning resources center, the computer and media centers, curriculum and staff devel-

opment, and the outreach community at the college's branch at Wai'anae. These units of the college operate under their own initiatives, for example, offering field trips outside of O'ahu (P. Dudoit), lectures, the Ho'oulu Program for student information services (I. Williams), seminars in field concentrations (for example, R. Lyons in geography), bibliographic introductions to incoming students (L. Goldstein). Of course, only repeated annual offerings of the these activities will give them validity beyond the immediate group sponsorships. While there are many threads of the internationalizing efforts underway here at this pluralistic, multicultural college, their effectiveness is sometimes less than it could be because of the smallness and isolation of the sponsoring group, and because of the fact that the students are overwhelmingly, from necessity, also a part-time working constituency.

The goals and objectives of the HPS program are as follows:

1. Long-Term Goals and Objectives
   a. Provide quality education in HPS, offering important courses at least once a year (Hawaiian geography, culture, literature, history, language, religion, mythology, dance, music, and Hawaiian-style theater)
   b. Provide a comprehensive education as part of the program (including sciences such as oceanography, marine biology, and botany, in addition to the humanities and social science courses listed above)
   c. Provide community-related education. Leeward has a branch campus 20 miles to the west of the main campus, in Wai'anae, a community heavily populated by Hawaiians and Part-Hawaiians; this branch has an advisory board made up of representatives from the Wai'anae Comprehensive Health Center and the Ko Olina Resort conglomerate (a major employer), principals from the Department of Education, and the editor of the town newspaper *The Leeward Coaster*, some classes are given in conjunction with the Hawaiian organization Alu Like to train Hawaiian women for office management, typing, and clerical duties and to prepare them for employment while their children are in school or to help them off of welfare or out of distressed home situations; job fairs are held by the office of community programs and student services, in conjunction with Ko Olina Resort, and most of all, instructors who are hired do not merely teach at Leeward but live in Leeward communities like Wai'anae, Nanakuli, 'Aiea, Makakilo, 'Ewa, Mililani, Waialua and Hale'iwa
   d. Provide integrated campus and community activities. For example, the Hawaiian Club meets for field trips, museum visits, concerts, and lectures as part of the Hawaiian language courses for first-and second- year students (under N. Losch); the Hawaiian Music (commercial) instructor, D. Kane, takes her students to perform in actual community concerts, in place of recitals; there is also a bulletin board

outside the coordinator's office, with announcements of visiting lecturers at UHM's Center for Pacific Islands Studies and newsletters from UHM's Hawaiian Studies program and from Kaua'i Community College's Hawaiian Studies program

2. Other Goals
   a. Provide students opportunities to learn as whole persons (a term yet to be specifically defined)
   b. Help students develop integrity of character
   c. Promote in students a sense of unity, of "wellness"
   d. Offer to students a sense of "global identity"

The committee aims to clarify issues of direction and operational procedure; to anticipate and address trouble spots; and to provide a forum for matters not yet dealt with, especially in the area of the relationship of the core curriculum at the four-year colleges in the UH system to LCC's core.

All the members of the committee participate voluntarily. The group works smoothly together; all members, with the exception of the coordinator, are blue-ribbon veterans of LCC. Their experience gives them a historical grasp of Leeward's 22 years of successes and failures. Members know the community from private commitments to interests beyond the college's. The members are well traveled, articulate, and have known each other for many years. They are committed to their disciplines. They are sensitive to the plight of the community's distressed groups. They are atypical in two ways: most of the seven members are either part-Polynesian or married to Polynesians and/or have children who are part-Polynesian. HPS, therefore, is not an abstract academic interest to the members. The combination of their liberal arts education and Polynesian ties makes Leeward's HPS committee unique, with expertise from music to archaeology; it also operates in a uniquely island way, emphasizing both personal, face-to-face relationships and professional interaction. The personal approach is not, from an institutional viewpoint, apt to be considered critical. In an island setting, however, it is perceived by the community at large as very critical, as the community responds positively to a sense of belonging and an *'ohana*, or family, way of thinking and doing. This approach to interpersonal relationships demonstrates for all Pacific Islanders the meaning of caring.

The committee is open to members from all divisions of the college. The major divisions offering the AA degree are well represented. These are art and humanities (D. Kane, L. Perkins), language arts (N. Losch), social sciences (D. Aiona, G. Miller), history (B. Thomas), mathematics and sciences (R. Lyons, P. Mullen, and in absentia, J. Connell).

We are lacking a regular vocational-technical representative (V. Holt-Takamine) because of the part-time nature of the position in dance, health and recreation, but contributions from the representative are included in the pooled and shared ideas of the committee. We are hampered from doing more than we do largely because of insufficient time, considering that the normal teaching load is

five courses per semester. The coordinator of the committee is relieved of one course. Meetings are held at least once, and sometimes twice, monthly. At these meetings, the full panoply of the members' extra-college activities is seen, in discussions of issues and exchanges of current ideas and information about people and related organizations such as the Native Hawaiian group Alu Like, the State's Office of Hawaiian Affairs, the Hawaiian Home Lands Commission, the Hawaiian Language Division in the Department of Education, the State and Federal Offices of Historic Sites Preservation, the Kamehameha Schools' Scholarship Office. These organizations do send news to us, but what appears in the newspapers is often after the fact, rather than in-process news. The committee members' networking is good, and would be better, if only there were enough time to cover systematically the wealth of information concerning activities in the Hawaiian community. The attempt on the part of the committee is to keep apprised of these activities and to determine individually what information is required for sound decision-making.

Curricular Scope of the Program

Twenty-three courses have been identified as related to or concerned with HPS. Some examples with catalogue descriptions follow:

- Hawaiian 101–102; 201–202. Study of the basic structures of Hawaiian through simple situations. Intensive practice in speaking, writing and oral comprehension. Discussions to acquaint the student with aspects of Hawaiian culture related to the language. By the end of the second year, students will have achieved a mastery of 2000 words and their uses, and the basic oral and written patterns. Emphasis is on the oral, first; then the written.
- Geography of Hawai'i (SCI 122). This course is designed to acquaint the student with basic geographic principles and aid in understanding and appreciating the Hawaiian environment. Fundamental concepts of physical and cultural geography are presented with emphasis on Hawai'i's volcanic landforms, coastal features, climate, and vegetation. Geographic aspects of population, settlement, agriculture, economics and land use are also investigated.
- Outdoor Recreation (HAWAIIANA 110). Emphasis on traditional cultural activities of the Hawaiians. Instruction is given in crafts (making corsages, leis, sandals, skirts, and nets) from earliest period to the period of "discovery." Field experiences include visits to historic sites.
- History 284. History of the Hawaiian Islands (3 credits). Survey of the social, economic-political history of Hawai'i from earliest times to the present.
- Hawaiian-Style Theater (DRAMA 262). Practical performance-oriented theater course which combines the local experience with practical productions.

- Plants in the Hawaiian Environment (BOTANY 130). Identification of plants, both native and introduced. Effects of rainfall, altitude, temperature and salt exposure on plants. Competition of introduced plants with native species. Plants of economic value, plants which are detrimental and plants of significance to the botanist are studied.
- Culture and Society of the Hawaiian People (SOC. SCI 230). Application of the perspectives of the social sciences and the process of scientific observation and analysis to the Hawaiian ethnic community. Special emphasis of an awareness and understanding of Hawaiian ethnic identity and contemporary Hawaiian problems.
- Hawaiian Literature (HUMANITIES 261). Hawaiian literature in English translation is studied in the context of Hawaiian culture; characteristics and forms of the literature, its relationship to other Hawaiian arts, to history, and to society are examined.
- Pacific Literature (HUMANITIES 262). Pacific Basin Literature; traditional and modern. Selections from the oral tradition and written modern literatures of the Pacific Basin peoples. Identifies folk beliefs and modern values in the changing Pacific, oral and written genres, and emergent innovative forms reflecting a new Pacific spirit.
- Hawaiian Mythology (HUMANITIES 270). Introduces Hawaiian mythology in translation, centering on the major myths in poetry and prose as folklore in folklife; the *Kumulipo*, Pele and *Hi'iaka* cycles and the Maui tales are treated comparatively for belief, content, and artistic forms of oral expression recorded in writing.

Other courses related to HPS include the following:

- Field Lab Social Science 197 A,B,C
- Hawaiian Studies 231 (Formerly Hawaiiana 231)
- Understanding Hawaiian Religion (REL 205)
- Community Forces in Hawai'i (SOC 250)
- Women in Hawai'i (WOMAN STUDIES 290D)
- Science of the Sea (OCEAN 201)
- Techniques in Marine Ecology (OCEAN 215)
- Guitar—Folk, includes Hawaiian Slack Guitar (MUSIC 121G)
- Music in World Cultures (MUSIC 107)
- Hawaiian Ensemble (MUSIC 197A)
- Beginning Instrumental 'Ukulele (MUSIC 197B)
- Hawaiian Music Interpretation (MUSIC 198)
- Cultural Anthropology (ANTH 200)
- Archaeology, includes prehistoric oceanic and Hawaiian (ANTH 210)

Certain courses such as Science of the Sea (Oceanography 201), Techniques in Marine Ecology (Oceanography 215), Cultural Anthropology (ANTH 200), Archaeology (ANTH 210), Music in World Cultures (MUSIC 107) and Folk Guitar

(MUSIC 121G) are not primarily concerned with Hawai'i and the Pacific, but cover some aspects of the region. They are designated as adjunct courses. These courses introduce basic principles of various disciplines (cultural anthropology, oceanography, marine biology); courses specifically about Hawai'i and the Pacific may elaborate on these basic, introductory courses, so students enrolling in these courses find the specifically Hawaiian and Pacific courses reinforcing these basic disciplinary courses. The HPS coordinator recommends linking courses that complement each other. The courses that students say are the most complementary are Hawaiian geography and Hawaiian mythology; anthropology and Pacific literature; and Hawaiian culture and Hawaiian religion.

The courses exist under various disciplines and programs with various alpha. While there is a "Hawaiian Studies" alpha, not all courses concerning Hawaiian subjects bear it, for example, Community Forces of Hawai'i (SOC 251), Hawaiian Religion (REL 205), Hawaiian Literature (HUM 261) or Hawaiian Mythology (HUM 270). These variations are logical only from the viewpoint of the independence of the divisions of the college and the teachers in them. The HPS committee tends to favor the use of "HwSt" as the Hawaiian Studies alpha, but because the alpha of a course remains the prerogative of the division and its instructor, "HwSt" may be slow in coming as a consistently used alpha.

Leeward offers more HPS courses than any other community college in the state. Some Hawaiian literature courses are not offered at any four-year college with which the alpha may be articulated. Therefore, to relinquish the term "Humanities" and adopt the alpha "HwSt" might be confusing to other schools not given to teaching the subject and might make it difficult for Leeward students to receive credit for their courses. The HPS coordinator is new, and, so, being the last kid on the block, attempts to influence if not tackle the issues of course designation and articulation. The issues will be resolved in time. The key to things not falling apart, with or without a consistent alpha, is the spirit of the HPS committee members, who vigorously defend their positions while critiquing themselves good- humoredly and with candor.

One feature of HPS courses may be distinctive: that is, the need to generate and organize curriculum materials in the courses themselves because pre-compiled and published materials are scarce. In the Hawaiian mythology course, an attempt at providing curriculum materials resulted in *Working Papers in Hawaiian Mythology*. This was a joint faculty and student writing project. Some samples were published in 1991 (ed. L. A. Perkins, Makaha, Kamalu'uluolele Publishers):

1. Perkins, Leialoha A. Strategies for Systematizing Interdisciplinary Relationships in the Study of Hawaiian Myths and Legends: a short list of classification samplings for suggested term paper models, based on data in M. W. Beckwith's *Hawaiian Mythology*, P. V. Kirch's archaeological prehistory sites in *Feathered Gods and Fishhooks*, geographical locations in J. Feher's illustrated *History of Hawai'i*, H. W. Armstrong's *Atlas of Hawai'i*, and E. Sterling's *Sites of O'ahu*.

2. Bruce, Lesley. Myths of Places, Island of Maui: List of Myths, Tales and Legends Relating to Archaeological, Ethnohistorical, and Historical Sites. Based on selected stories in *Mo'olelo Hawai'i*, 19th c. Field work data collected by Kamakau, Kepelino, and Haleole, ed. A. Fornander, *Collection of Hawaiian Antiquities and Folklore*, vol. 5, no. 3, field work identification of sites by archaeological and historical methods, folklore and folklife studies.
3. Ortiz, Patricia. Geographical Placement of Myths of O'ahu: The Windward to Leeward Effect, sites mentioned in M. W. Beckwith's *Hawaiian Mythology*, references in P. V. Kirch's *Feathered Gods and Fishhooks*, notes in M. K. Pukui, S. H. Elbert, and E. Mookini's, *Place and Names of Hawai'i*, and geographically located in R. W. Armstrong's *Atlas of Hawai'i*.
4. Bruce, Lesley J. An Archaeological CheckList of Legends and Places of Maui in *Kanikaniula and the First Feather Cloak* told by E. M. Nakuina in William Thrum's *Hawaiian Folk Tales* (1912).
5. Perkins, Leialoha A., comp. Outline, Gods, Myths, Sites, and Ecologies: Kane and Kaneloa, accessed data from M. W. Beckwith's *Hawaiian Mythology* (copyright 1970, repr. 1987) and P. V. Kirch's *Feathered Gods and Fishhooks* (1985).
6. Perkins, Leialoha A. *Hawaiian Mythology:* using an archaeological historical approach to classifications of landform and biota as hypothetical means for formulating principles in analyzing myths and their religious sites. With reference to Lynn Duhaylongsod's *Outline of Two Kane Heiau on Windward O'ahu* and Patricia Suemoto's *Outline on Two Lono Heiau on Leeward O'ahu*. Accessing Beckwith's *Hawaiian Mythology*, Kirch's *Feathered Gods and Fishhooks*, Sterling and Summers' *Sites of O'ahu*, Malo's *Hawaiian Antiquities*, and Armstrong's *Atlas of Hawai'i*.
7. Ortiz, Patricia. *Geographical Placement of Myths* on O'ahu, Hawai'i, Maui, Kaua'i, Moloka'i, and Small Islands. Accessing Beckwith, Kirch, Armstrong; Puku'i, Elbert and Mo'okini.

In our newly developed Pacific literature course, half of the course utilizes videotapes, and the remainder uses the new Pacific written poetry and prose from nation-states or Papua New Guinea tribes. Overall, the course concerns the oral myths of the Australian Aborigines, Indonesia (Bali, Komodo Island, Alu, Sumba, Irian Jaya), Melanesia (Papua New Guinea, Solomons, Trobriand, Fiji), and Polynesia (Tonga, Samoa). All material is from the native viewpoint and natively critiqued. This is the only all-foreign international course in HPS. However, all the humanities courses in HPS include the perspectives of native peoples of the Pacific. Guest speakers are normally natives of those lands, for example, D. Gegeo, from Malaita, Solomon Islands.

Hawaiian and Pacific Studies and the Community

The funding for HPS has come from the Hawai'i State Legislature. Special programs, sponsored by the LCC Office of Community Programs and Student Services, are supported by funds raised by the office and sometimes by matching funds from state and/or federal programs, such as College for Teens Project, which is supported by the Hawaiian organization Alu Like in conjunction with the U.S. Department of Labor and Commerce. The objective of College for Teens was to persuade students from low-income families in depressed areas to consider college as an alternative after graduation from high school, and to strengthen weaknesses in academic skills that are basic to success in college and careers. The program was designed for students of about 16 years of age from particular distressed communities with high crime rates, high secondary school dropout rates, high teenage pregnancy rates, and high low self-esteem rates. Students were paid to attend school. Members of the LCC counseling staff and faculty in targeted subject areas were recruited to staff the program.

It was a novel idea. I do not know what the final report said. To say the least, the project was an eye-opener. For one teacher, who had taught English composition at Leeward for almost 20 years, it was an experience the depth of which she avowedly had never entered into before. She had not realized how pervasive and profound the discouragement to learn had been among Hawaiians and Part-Hawaiians, and how extensive the cross-generational problems are, particularly in the areas of finances and mental health. It should be noted that while "Hawaiians" are always targeted for special programs because of "what they lack," most "Hawaiians" in groups such as these are not pure Hawaiian but of mixed ancestry, with Japanese, Chinese, Caucasian, Black, and other bloods often predominating over any Hawaiian blood. However, Hawaiian is assumed to be what they share in common, along with the targeted negatives. Also, what Hawaiians share positively, for example, love of music, is classified in Western society as a supposedly non-fundamental skill, sad to say, in the workaday world, even though it can be tapped as a genuine force for positive social change.

The HPS program has also cooperated with the annual East-West Center's International Film Festival. Last year, *Lana'i* (a documentary on the island of Lana'i; produced by E. Guigni, a Hawaiian, and directed by E. Figueroa) drew a standing-room-only crowd; *Honokohau* (a documentary on the controversy over the desecration of a Hawaiian burial site by hotel developers on Maui; produced by Puhipau, a Hawaiian of the organization Ka Maka o Ka 'Aina) was shown, too. The documentaries were accompanied by speakers from Lana'i and from the protest rally at Honokohau, a protest that drew from the governor of Hawai'i a cease and desist order that stopped the developers and their contracted archaeologists from exhuming the grave contents at Honokohau. The cease and desist order is considered a landmark ruling among the Hawaiians. At Leeward's discussion of the documentaries, the dialogue between audience and speakers was vigorous.

The HPS program also collaborates with Hawaiian-Style Theater, which encourages the creation of drama with Hawai'i-based themes, and the production of plays and skits of dramatic worth, introducing students to so-called legitimate theater through backstage production work, scripting, and directing. The director, P. Cravath, works closely with both the Hawaiian dance teacher (V. Holt-Takamine) and the Hawaiian music teacher (D. Kane) in crafting his plays and is himself writing a play with a Hawai'i theme. These plays are attended by people from the communities that directly surround Leeward, as well as by senior citizen groups and elementary, intermediate, and high school students.

Last year, the art gallery at LCC sponsored an exhibit of oil paintings, watercolors, acrylics, pastels, drawings, montages, and sculpture (wood, metal, stone, fibre, and feathers) by Hawaiian artists, particularly those belonging to the Contemporary Hawaiian Artists' Association.

And finally, there is a May Day program, which features Hawaiian dance and Haku Lei Making classes along with many other spring recreational events to rest the fatigued mind and body with tunes of different rhythms.

Challenges

1. More assigned time is needed for committee work; the HPS committee is all volunteer; each person teaches 15 credit hours a week, which leaves little time for committee work.
2. More curriculum materials are needed at the appropriate entry and exit levels, with standard expectations of abilities whether students are from vocational-technical or humanities programs; ways of testing for the traditional oral and modern written aspects of learning are also needed.
3. Close cooperation is needed across the University of Hawai'i system, from the two-year through the four-year colleges, not only through articulation of courses but also through development of the unique strengths of each community college faculty and each college's particular strengths in fields, interests, and approaches to teaching. For example, while the four-year college curricula generally serve only traditional students, LCC serves nontraditional students as well with a variety of levels and contents, and a variety of formats (for example, one-credit time slots to accommodate working students' schedules, interest spans, and abilities, at the central or branch campus).
4. A survey is needed to determine common priorities among HPS coordinators at different colleges, given each program's uniqueness and distinctive aims. Leadership is needed from the four-year programs, hitherto of two general persuasions, one political and the other (almost equally political), language-based. Since LCC does not offer majors but preliminary work toward majors in HPS the field concentrations that are the goals of the four-year colleges should not be hurdles, although they seem to be because of biases that call for political (not altogether bad)

commitments, which tends to discourage LCC students from applying. We might try emphasizing UHM's liberal studies program since it is nonpolitical, and can be used to serve ends similar to UHM's Hawaiian Studies program. There is no necessary magic about being a Hawaiian Studies student in the first two years, though it could be magic were students rooted in fundamentals first.

5. Linked courses and clusters should be considered for more in-depth learning: (a) Linked courses: "two or more complementary courses; the same group of students take the courses; separate credit is given for each course; faculty may do some team-teaching, guest-lecturing, and common planning of course content; (b) Clusters: "two or more courses linked by common issues; the same group of students take the courses; separate credit is given for each course; faculty coordinate planning for common themes, some common assignments, some common meeting times, and some coordination of texts." Linked courses and clusters give depth to and reinforce learning by presenting related issues, methods, and theory applications together through a variety of teaching approaches and teaching styles.
6. More interaction and sharing need to take place among students in the same class as well as those who take the same course in different semesters. For example, term paper or other projects may be displayed on bulletin boards or reproduced. Other possibilities for sharing and collaborative learning include an informal buddy system, partnering, and small-group study sessions. Seating can be rearranged. Students need to become involved in learning and participate in class activities through debates, oral presentations, and reading presentations. Multiple approaches to testing should be used as well (for example, computer tests, slide tests, student-generated quizzes).
7. Students need to be placed in appropriate courses, that suit their needs and abilities and that they can handle without excessive stress. Perhaps teaching the same course, but designing them for specific clientele, such as vocational-technical, business, or liberal arts students would eliminate the wide variety of students in a single class, which makes a single delivery system rather inefficient. It is true that teachers can only teach what they know, how they know it, but the teaching and knowing have to be separated, then recombined. Perhaps there would be less talk, then, about teacher failures or student failures, and more about the mechanisms that join teachers and students or unjoin them.
8. The HPS coordinator needs additional funding to exchange information through the Hawai'i Interactive Television Service (HITS), to visit other colleges, and to sponsor a colloquium focusing on HPS programs. Such a colloquium could be held at the community colleges' annual Excel-

lence in Teaching Conference, although the numerous compelling and competing workshops at this conference would dissipate the focus and attendance.

Conclusion

Hawaiian Studies is virtually nonexistent outside of Hawai'i, and Pacific Studies is present only in selected community colleges and universities of the world, often found submerged in disciplines such as anthropology, oceanography, and botany. Because of the limited number of programs, the small number of students served, the small number of scholars and teachers involved (partly due to the slowness of teacher training programs), teaching HPS can be challenging and overwhelming. Teachers may prefer to go into traditional subjects, for which publishing houses gladly send whole series of curriculum materials, and the teachers themselves do not need to expend an inordinate amount of time, while teaching, to write up materials, sometimes for instant use, the extra work not perceived as extra work but as routine.

There is much to be said for students helping to generate or organize the materials for a course. *Working Paper in Hawaiian Mythology No.* 3, for example, has enormous importance as an index to myths in four standard texts that are replete with documented information but difficult for students (and teachers, I might add, unfamiliar with the field) to read and understand clearly without the guidance of an outline or index. It cannot be emphasized enough that because of the provincial nature of a subject such as Pacific Island Studies (encompassing peoples of so many diverse language families) and because of the vast distances between islands and the prohibitive cost for steady research, almost anyone who enters a course in the subject, with only normal diligence, must become a researcher. The results, furthermore, must be published to make the time spent worthwhile, so the results can be shared among students and teachers from course to course, from year to year. One method of distribution is by computer game strategies; another is by publication in journals such as *The Journal of Hawaiian and Pacific Folklore and Folklife Studies*.

At Leeward, teaching HPS also requires special attention to learning styles among the students, who do not necessarily use standard English, but either a local dialect of English or immigrant English. Also, if the future student clientele of the next ten years means more adult students, more women students, and more immigrant and foreign students, then I think that we need to critically assess the immediate future needs of this clientele. It is almost as though what we do today will be of little worth in the long run unless the most basic needs are identified and addressed. There has to be more coordinated planning, which does not mean less individuality but more cooperation, inter-island and across the Pacific. It is time, for instance, for us to consider a foreign sister college in the Pacific, with which we might engage in an exchange of students to provide our students with interna-

tional experience, perhaps supported by Community College Fulbright Scholarships.

So far, the Hawaiian side of HPS has not left Hawai'i, and a certain snobbery has arisen in which the language, which is used mainly conversationally, is taken to serve as a scholarly written language, when it hasn't even proven itself in modern times. To get the starch out, we might import other Pacific Island students and teachers to intensify the need to get out of the provincialisms that appear to plague islands, without at the same time allowing for continentalisms to act as substitutes. The Hawaiian language is treated as sacred—or ornamental. As such it cannot be efficient. But it is quite capable of being scholarly and routine.

Currently, for many Leeward students, the most immediate experience of the Pacific Islands outside of Hawai'i is via videotape. This is not a bad substitute, like books, for real life. A student may get in a few hours of observation time in each course. But the experience ideally should be capped with a study-abroad program, for which I would suggest The University of the South Pacific, in Suva, Fiji, or Atenisi University in Tonga. And if foreign students will be swelling our ranks in the future, why should we not avail ourselves of going to where they have come from? Why should our public institutions support teaching foreign students if foreign institutions do not support our students?

Teaching and learning in foreign institutions put international education in actual life contexts. Not only is the experience broadening, as all travel is, it is humbling, as scholarship is, for both the wonderful variety and the understanding of how profound people, in fact, are. For HPS with its focus on small, isolated areas, study abroad of the peoples and cultures might well be offered as an honors practicum, or, for the less diligent, as a waking introduction. What is, after all, an international education? Certainly not one in which a student stays at home and learns about people thirdhand via technological media. The student needs to learn about other people from the people themselves and to experience firsthand the people's lives and values as human beings.

Developing a Marianas Pacific Studies Program

Barbara Moir
Northern Marianas College

Since its establishment in 1981, the Northern Marianas College (NMC) has expanded from a government institution created to train Commonwealth of Northern Mariana Islands (CNMI) public school teachers, to an autonomous public corporation whose mission is "to provide the best possible postsecondary and continuing adult education in both academic and occupational areas." Now in its decennial anniversary year, NMC is fully accredited by the Western Association of Schools and Colleges and offers AA, AS, and AAS degrees in various fields, as well as several certification programs.

NMC's main campus is located on the Commonwealth's capital island of Saipan (estimated population 36,000 in 1989); there are extension campuses on the islands of Rota (population 2200) and Tinian (population 1800). Less than half the population of Saipan is made up of citizen residents; the remainder are registered nonresident workers, their dependents, and foreign students.

From fall 1985 to fall 1990, total student enrollment at NMC increased by an average of 12% per annum, and that rate is conservatively projected to continue through fall 2000. Of the 700 students (423 FTEs) registered for the fall 1990 semester, at least 496 were ethnic Pacific Islanders (identifying themselves as Chamorro, Carolinian, Filipino, Chuukese, Belauan, Yapese, Pohnpeian, Fijian, Marshallese, and I-Kiribati). An estimated one quarter of these individuals entered CNMI for the express purpose of attending NMC. At the same time, greater numbers of CNMI high school students (predominantly Chamorro and Carolinian) than ever before are electing to complete or at least begin their postsecondary education at the college.

In the late-1980s, as enrollments increased and non-CNMI Pacific Islander representation in the student body rose to new levels, a corresponding expansion of the college's academic division occurred. NMC President Agnes M. McPhetres saw a concomitant need within that division for a postsecondary area studies program that would advance students' knowledge and appreciation of the Mariana Islands and Western Central Pacific Basin. Such a program would also serve the larger community through a range of educational and cultural activities.

Federal support for the development of a Marianas and Pacific Studies (MAPS) Program was obtained for a period of three years, beginning in FY 1989, under the Strengthening Institutions Program of Title III. The initial phase of program devel-

opment was undertaken by an NMC faculty member serving as coordinator, with input from a Community Advisory Committee (CAC). In early 1990, responsibility for further development and implementation of MAPS was assumed by its present director, assisted by a full-time instructor-curriculum writer hired later in the same year.

Now in its final half year of federal funding, MAPS has been extensively redefined and restructured to meet the current and projected needs of students and the programs in which they enroll. Such changes notwithstanding, MAPS has enhanced some of its original program elements and remains committed to helping NMC fulfill its mission and goals. The college will assume fiscal responsibility for MAPS in FY 1992.

Overview of Program Development FY 1989–FY 1990

As originally conceived, MAPS was:

- An interdisciplinary program of coursework in the social sciences, natural sciences, history, and fine arts, humanities, emphasizing the Marianas-Western Pacific region and leading to an AA degree in liberal arts with a MAPS specialization
- A center for the design and development of core instructional materials in regional history, geography, and natural sciences, to be integrated into the NMC liberal arts curriculum
- A means to facilitate development of a historical archive and a regional repository of print, audiovisual, and other documentary materials, to be housed in the NMC library
- A promoter of public forums on issues of interest to the CNMI community

Early efforts at program development by the original coordinator resulted in the identification of courses to be created and included in the proposed interdisciplinary MAPS curriculum; the hiring of a technician for the library, to be trained in photographic and microfilming procedures; the purchase of photographic and microfilm equipment/supplies, computer software, and library acquisitions for the Pacific collection; and the formation of a CAC to provide input for program direction and content.

The position of program coordinator was vacated before much progress could be made toward achieving the goals of the program as originally stated. The new director of MAPS, hired midway through FY 1990, spent the first few months of her tenure reviewing the status of the program; learning about the academic needs, interests, and abilities of the NMC student body; discussing with college faculty and staff their course offerings, departmental operations, divisional goals, and instructional challenges; and working with faculty and department chairs to identify areas in which MAPS might contribute to curriculum content. An informal survey of NMC students, counselors, instructors, and other key personnel was undertaken which, while indicating student interest in certain MAPS area courses

as general education requirements and electives, did not support the development of a separate liberal arts AA degree program with a specialization in MAPS. It was felt that such a program might be successful some years in the future, but that for the near term, liberal arts students would be unwilling to commit themselves to a concentration in that field. The AA in Liberal Arts-MAPS specialization, a component of the original program, has been temporarily shelved but not abandoned as an ultimate program goal.

During this period an art instructor with a background in Pacific Islands studies was hired by NMC to develop and teach fine arts courses for an expected interdisciplinary MAPS curriculum. Shortly after her employment began, she left MAPS to become director of NMC's art program. A search was begun for a new, full-time MAPS instructor-curriculum writer, someone who would be able to help develop and teach the curriculum now being visualized as MAPS's unique, department-level contribution to the college's academic division.

It was decided that one of the program's new components would be an AA-level anthropology curriculum. It would include not only general anthropology courses (Introduction to Anthropology, Cultural Anthropology, Archaeology) but courses with a more specific areal or topical focus (Peoples of the Pacific, Archaeology of the Mariana and Caroline Islands, Changing Cultural Values in the CNMI). The content of the entire curriculum would draw extensively on data and resource materials from the Pacific Islands region. Course development would be aided by access to regional repositories of historical, archaeological, cultural, and other materials at the University of Guam (OUG), the Micronesian Area Research Center (Guam), the University of Hawai'i, the CNMI Historic Preservation Office, and NMC's own rapidly growing Pacific Collection and Archives.

While the search for a new instructor-curriculum writer was under way, Robert Franco of Kapi'olani Community College (KCC)came to Saipan to conduct a workshop on Cultural Factors in Student Learning Styles for NMC and Public School System instructors, and to work with the director of MAPS on program design and course development. One topic under discussion was the development of a two-level certificate program in MAPS similar to KCC's proposed Asian-Pacific Certificate Program. Preliminary steps were taken to design a program that would offer liberal arts students an academic focus on MAPS in their AA degree work (Certificate of Completion) and provide interested students with a more comprehensive background in the field (Certificate of Achievement).

Other areas addressed during Franco's consultation included program review and assessment procedures; student advising; faculty involvement; interaction with the community; program publicity; liaison with the counseling center and career information center regarding students' progress, transfer plans, and professional goals; and program record keeping. Subsequent to his visit, Franco provided the MAPS director with course syllabi, bibliographies, and other planning materials from Kapi'olani's Asian-Pacific Emphasis, which are proving helpful as MAPS continues to evolve.

Program Development FY 1991

At the end of FY 1990, MAPS hired an instructor-curriculum writer to assist the director in the restructuring, further development, and implementation of the program. This individual holds an MA in anthropology and a Professional Teaching Diploma in social studies, and has teaching and curriculum development experience at both the college and high school levels.

One of our first tasks was to begin developing and teaching an Anthropology MAPS curriculum for NMC students. The courses would be both academically sound and accreditable; they would fulfill general education requirements for social science courses and could also serve as electives. The range of offerings would provide both a broad introduction to anthropology and the opportunity for deeper exploration of specific areas in the field.

The areal focus of the curriculum would encompass the geographic regions of Micronesia, Melanesia, and Polynesia, with particular emphasis on the Mariana Islands. The majority of NMC students are Pacific Islanders, primarily Micronesians (including Chamorros); most have never taken an anthropology class; and NMC faculty have found student understanding of regional cultures, history, geography, economics, environments, lifeways, and political realities to be limited. In conjunction with the efforts of other departments, the Anthropology/MAPS curriculum would enhance students' knowledge in these areas; on a broader level it would help them achieve a better understanding of themselves as human beings, as members of their own cultures, and as participants in a multicultural and global community.

By the end of spring 1991, four courses of the preliminary 11-course curriculum had been developed and taught. Curriculum development is an ongoing activity, and we expect to offer at least one new course each semester through FY 1992. Additional courses may be developed as student needs and interests warrant and as instructor availability allows. Already certain courses have emerged as high-interest offerings, to be scheduled every semester or two.

Before any of the proposed courses could be offered at the college, it was necessary to secure the NMC board of regents' approval in concept of the MAPS program and curriculum. This is the initial step in the lengthy process of program and course approval at NMC, in which program descriptions and course guides are submitted by program directors and department chairs to the academic council (comprised of all program directors, department chairs, and the dean and associate dean of instruction) for its rigorous review. The academic council suggests revisions as necessary and recommends approval or disapproval to the vice president for academic affairs, who then forwards the proposals to the president for review and recommendation. If approved by the president, proposals are submitted by the president to the Board of Regents for final approval and adoption.

The process of approving an entire new program and curriculum can extend over many months; as an interim step, MAPS submitted a preliminary description of the MAPS program and anthropology curriculum to the board of regents; an

approval in concept was granted in September 1990, enabling us both to begin teaching and to proceed with further program development. Work on a revised and comprehensive program proposal, including detailed course guides, is in progress, and the final documents will be submitted to the academic council for formal approval in September 1991.

Once the instructor-curriculum writer had been hired and the first MAPS courses were being developed and taught, we were able to give greater consideration to other elements of the program. These included elements that had been proposed by the original coordinator, others discussed with consultant Franco, and still others which presented themselves in fall 1990. While it was felt that many of the early goals and objectives of the program were well conceived and worthy of pursuit, it was also recognized that their achievement would take years, and more funding and staff than would be available in the near future. Other proposed elements were (at least for the present) inconsistent with student interests and faculty availability. We decided to proceed in a moderate way that would reflect current student needs, abilities, and goals, yet be open to review, revision, and growth to meet changing circumstances.

Over the past several months the greater part of our effort has been devoted to developing and implementing the anthropology curriculum; enhancing the value of our students' education by augmenting the library's Pacific collection, creating interdisciplinary audiovisual materials, and contributing guest lectures and content guidance to other academic division courses; sponsoring events of interest to the CNMI community; and promoting the publication of regional academic and literary works. The current status of these and related efforts is described in the following section.

Current Program Components

Anthropology Curriculum. The courses described below comprise the current and projected anthropology curriculum and the academic core of MAPS. Courses marked with an asterisk have already been offered at least once; the remainder are undergoing development, and those marked with a plus sign are scheduled to be taught for the first time in fall 1991.

- Introduction to Anthropology (AN 150): An introduction to the theory, methods, and applications of the major subfields (cultural anthropology, archaeology, physical anthropology, linguistic anthropology) and their relevance to everyday life. Incorporates data from the Pacific region.
- Cultural Anthropology (AN 200): An introduction to the concept of culture as used in anthropology; cultural behavior, values, patterns, and dynamics; culture and the individual; cross-cultural issues in contemporary life. Especially useful for professionals working in multicultural settings and for residents of multicultural societies. Incorporates data from Pacific Island cultures.

- Archaeology (AN 210): An introduction to the theory, methods, and applications of archaeology. Includes a brief survey of human cultural growth in prehistoric times. Incorporates archaeological evidence from the Pacific region and field trips to local sites.
- Physical Anthropology (AN 215): An introduction to the theory, methods, and applications of physical anthropology. Topics covered include heredity, evolution, human variation, primatology, human and primate fossils. Examples drawn from the Pacific region.
- Cultural Adaptations to Island Ecosystems (AN 231): An ecological overview of cultural adaptations to Pacific Island environments, both prehistoric and contemporary; human interactions with island/marine environments; economic systems and use of natural resources.
- Peoples of the Pacific (AN 235): An introduction to the traditional and contemporary cultures of Micronesia, Melanesia, and Polynesia; cultural change and continuity; variability in social structure, economic systems, and cultural expression; ethnic identity and cross-cultural issues; contemporary political and economic impacts on island cultures.
- Peoples of the CNMI (AN 236): An introduction to the peoples and cultures of the CNMI. This course will focus primarily on the indigenous Chamorro and Carolinian peoples, but will also examine the greater diversity of contemporary CNMI society, cross-cultural impacts, and related issues such as "cultural tourism."
- Human Populations of the Pacific (AN 255): An examination of the biology of prehistoric and living populations of the Pacific. Topics covered include origins of populations, fossil evidence, human variation, microevolution.
- Archaeology of the Pacific Islands (AN 265): An overview of the prehistory of Melanesia, Micronesia, and Polynesia. Topics covered include origins of Pacific peoples, settlement and culture change, material culture.
- Archaeology of the Mariana and Caroline Islands (AN 266): An overview of the prehistory of the Mariana and Caroline island groups. Topics covered include origins of Chamorro and Carolinian peoples, settlement and culture change, material culture, navigation and intergroup voyaging. Field trips to local sites will be scheduled.
- Changing Cultural Values in the CNMI (AN 297): A seminar-format examination of continuity and change in the cultural values of Chamorro and Carolinian peoples in the CNMI; of internal and external forces of culture change; and of what such changes might mean for the society's future. Designed as a complementary course to Current Issues in the CNMI (SO 297).

Liaison with Other NMC Programs. In addition to promoting college-wide enrollment in anthropology courses as a means of fulfilling general education social science requirements, MAPS has established priority elective agreements

with the education, nursing, tourism industry management, and public safety administration programs.

The education program is recommending that its students (all of whom are Public School System teachers and AA candidates) select anthropology courses to fulfill social science and elective requirements. Development of an interdisciplinary course entitled Education in the Multicultural Environment is under discussion.

The schedules of students pursuing the AS nursing degree allow for only one elective course in five semesters of coursework. The director of the nursing program advises students that Cultural Anthropology is a requirement in most North American baccalaureate nursing programs, and that completing the course at NMC would be an advantage for students who plan to enter such programs. She is also aware that most NMC nursing graduates will seek local or regional employment, and counsels students that AN 200 will be of professional benefit to nurses working in multicultural hospital settings. MAPS is incorporating discussion of cultural perceptions of health and illness, the body, medical treatment, and death into the AN 200 content.

Advisors to students pursuing the AAS degree in tourism industry management are recommending AN 235 and AN 236 as priority electives. The issue of cultural tourism will be addressed in these courses.

Beginning in fall 1991, cadets enrolled in the new Public Safety Administration Program's Police Academy, and students pursuing the AAS degree in criminal justice will be advised that AN 297 is considered a priority elective for their academic tracks. Attention will be given in this course to cultural attitudes regarding authority, violence, the family unit, and appropriate and inappropriate behavior, and to cultural identity and stereotyping in the CNMI.

Liaison with Marianas High School. MAPS is collaborating in a joint educational program with NMC's Educational Opportunity Center and Marianas High School. MHS offers a senior seminar course for those seniors planning to attend a four-year college upon graduation. Students were encouraged by the EOC to enroll in an NMC course that would in part constitute their senior seminar for spring 1991; this would allow them to receive a High School Incentive Grant which pays tuition for one college course per semester for high school students who are CNMI residents. The seniors elected to enroll in Archaeology AN 210 because of the high level of interest and because it is not among the social science courses available at MHS. MAPS plans to participate in similar cooperative programs, involving MHS and possibly other local high schools, in the future.

Liaison with University of Guam (UOG). Discussions are under way with UOG's anthropology faculty on the status of our respective programs; needs and abilities of our students; curriculum design and materials development; revitalization of UOG's BA in anthropology and a proposed MA in anthropology; MAPS as a feeder institution for CNMI students seeking more advanced education and training at UOG in preparation for careers in cultural preservation and other

applied anthropology fields; the growing demand, both on Guam and in the CNMI, for properly trained local people to work with archaeological contract firms, Historic Preservation Offices, and Parks and Recreation Departments; and current efforts toward establishing new museums in the CNMI and on Guam, and the imminent need for curators and staff. Steps are being taken to identify common needs, program resource strengths, and areas of potential collaboration.

Curriculum Materials Development

MAPS staff have been working hard to develop appropriate curriculum materials for classroom use. Efforts in this area may be characterized as follows:

- Selection of appropriate textbooks and monographs: This involves the review of new publications for content, comprehensibility, and other factors, as well as the frequent discovery that desired materials are no longer available. Attendant difficulties are described below:
- Research, acquisition, and modification of other print materials: Through interlibrary loans, materials donations and exchanges, and research visits to resource collections at the UOG, Micronesian Area Research Center, University of Hawai'i, Bishop Museum (Hawai'i), U.S. Army Corps of Engineers (Pacific Ocean Division), CNMI Historic Preservation Office, and Marianas Public Land Corporation, MAPS has gained access to a variety of print materials whose local and regional content is being incorporated into the anthropology curriculum. These materials include scientific research reports, rare maps and early historic documents, unpublished archaeological and ethnographic data, and the like. It is hoped that further visits to off-island regional libraries will be possible.
- Development of audiovisual instructional materials: MAPS has utilized some of its federal funds to purchase photographic equipment and supplies for the production of audiovisual materials for the NMC classroom. Slides have been made of historic photographs in the NMC Library's Pacific Collection and Archives; slides, photographs, and videotapes are being created to document current sociocultural, political, and economic activities in the CNMI, land use changes and other environmental transformations, and archaeological work in the Commonwealth. These materials, produced by MAPS staff with MAPS funds, are available for use in any NMC course.

Challenges and Responses. Many faculty consider lack of student preparedness and performance as the greatest constraint to teaching and learning. Most view the situation as a professional and personal challenge, but one that may successfully be met only after years of concerted effort by both students and instructors, and then perhaps only if corresponding improvements are realized in the secondary schools whose graduates matriculate at NMC.

Most entering students do not possess the language skills requisite for success in college academic programs conducted in English. Recent ASVAB examinations

by U.S. military testing staff have indicated that an average of 80% of seniors graduating from Commonwealth public and private high schools lack the basic computational and English literacy skills for Army entrance eligibility. TOEFL test results for students entering NMC in spring 1991 reveal that only 19% qualified for entry into the college-level English program. The remainder were placed in NMC's English Language Institute program, where they improve their reading and writing skills while enrolled in other classes.

In order for MAPS-Anthropology courses to attract enrollees, it has been necessary to allow minimum English proficiency levels of Reading 3 and Writing 3 (achieved through TOEFL scores of 501 to 550), rather than to require college level proficiency (TOEFL scores of higher than 550). One of our greatest challenges has been to find textbooks for the general anthropology courses that are comprehensible to students at this proficiency level. Even the most suitable texts located to date are difficult for our students. Many tell us that as they read, they translate the text into their first language. When unfamiliar words are encountered the students may begin to look up definitions in a dictionary, but often become intimidated and abandon the effort, hoping that the meaning of the words will not be important. The process of reading—and therefore doing homework assignments, studying for exams, and researching and writing papers—is a very protracted and frustrating experience for many students.

The learning process is correspondingly slow. The problem is compounded by a lack of familiarity with certain basic concepts in use at the college level; by a lack of critical thinking skills; and by little or no preparation for college in terms of developing study skills and habits, the ability to plan and budget time, and a sense of responsibility for one's actions and commitments. Most of our students are bright, capable individuals with the potential for great success in their professional and personal lives. But most of them enter NMC with the expectation that college will be a continuation of their experience in high school, where homework consisted largely of memorization and workbook exercises; active participation in class was often not required; teacher expectations of student performance were often low; academic deadlines were few; reading and writing experience was minimal; critically thinking about what was read was not encouraged; and teachers and administrators—not the students themselves—were expected to bear the primary responsibility for students' receiving an education. The gulf between that sort of educational environment and the NMC experience is wide, and not quickly or easily bridged by most students.

NMC's Introduction to College Life course devotes some of its limited time (one contact hour per week) to helping students develop good study habits, planning skills, self-discipline, and a sense of responsibility. But faculty members believe that more work in these essential areas is needed, both at the college and in the high schools. Until such needs can be addressed at the secondary school level, the Introduction to College Life instructor is asking that the course be

expanded to two contact hours per week, with the extra time given to developing students' abilities in the areas mentioned above.

Learning is also affected by the student's home environment (including the level of family support of the student's commitment to a college education), and by the extent of family and work obligations. Many students do not have a quiet place at home where they can study, yet are required by their parents or sponsors to be at home in the evenings when they might otherwise work in the library. Some receive little encouragement to study, or have heavy family responsibilities that are considered a higher priority than academic work. Other students attend classes all day and work eight-hour job shifts at night, leaving them little time for study and too exhausted to learn or participate in class. The majority of local students also have cultural and religious obligations to their extended families involving considerable investments of time and energy, which often adversely affect class attendance and completion of assignments.

Given these factors, many NMC instructors have found it difficult to cover all of the material planned for a course in the time available. In anthropology courses, so much classroom time is spent reviewing basic concepts and ensuring student comprehension of reading material that there is little left for the supplementary instructional activities which the students enjoy, which enhance learning, and which are an integral part of the curriculum—namely, viewing and discussion of slides and videotapes, hands-on study of artifacts and handicrafts, and field trips.

We at MAPS are facing an important decision as to whether to completely restructure the anthropology courses to accommodate the current academic and nonacademic limitations of NMC students, risking the possibility that our courses will not be comparable in scope and quality to those at other institutions and therefore will not be accepted for credit transfer—or to retain the present scope of our course content, but divert time from regionalizing content to transcribing textbooks, monographs, and reports into English that our students can comprehend.

In the meantime, MAPS staff members are continuing to work individually with students to improve understanding of course material and to strengthen academic performance. At the wider college level, faculty workshops and discussion groups are helping instructors incorporate critical thinking activities into their coursework to assist student development of necessary skills in this area. Achieving long-term solutions to these problems will take time and a great deal of effort by both faculty and students, an effort should have better begun in the secondary and even primary educational environments. A greater degree of collaboration at the program and instructor levels, between the Public School System and NMC, would go a long way toward enhancing the value of education in the CNMI.

Apart from the fact that most college anthropology textbooks are written at a level of English proficiency beyond that of our students (a problem exacerbated by the authors' frequent use of idioms and Latin expressions), the majority of texts available to us have clearly been written for the North American student. Repeated allusions in these books to "our society," and to activities, traditions, lifestyles, and

aspects of pop culture with which the reader is presumed to be familiar, do nothing to persuade NMC students that anthropology is other than an American field of endeavor.

That most of the textbooks we examined were written with American students in mind was also apparent from their content. Possibly to underscore the relevance of anthropology to life in the United States, these books drew extensively on case studies of inner-city neighborhoods, Los Angeles street gangs, migratory workers, and the like, as well as on studies of more exotic cultures on other continents. Coverage of the Pacific Islands region, however, was conspicuous by its near absence, as if the best or most interesting examples of social organization, subsistence systems, and adaptation are to be found elsewhere. We as anthropology teachers and Oceania specialists know this is not true, of course, and we consistently supplement textbook readings with material from other sources. We also recognize the interest value, even to Pacific Islanders, of books intended for North American students. Still we persist in our search for Introduction to Anthropology, Cultural Anthropology, and Archaeology textbooks whose contents more fully illustrates the diversity of world cultures. An enormous body of prehistoric, historic, and contemporary data from Pacific Island cultures has long been available, should textbook authors choose to tap it.

MAPS instructors have been supplementing available textbooks with photocopied materials from other sources. This has proven to be an imperfect solution to the larger problem of textbook suitability, however, as many such materials—rich in information and potentially interesting to students though they may be—are written for the veteran rather than the novice in anthropology, and for people with extensive English vocabularies. In order to render these resources truly accessible to our students, we have had to begin modifying them, abbreviating the content and rewriting it in simpler English. This is an extremely time-consuming process, but we anticipate help in the near future. We have access to an Apple Scanner at NMC, which at present has only the capability to scan graphics; sometime in the next several months, we are told, additional memory and special software for scanning text will be added. This will allow us to scan and read text directly into the computer, where it can be edited and printed.

A final word on textbook difficulties: NMC instructors order their textbooks, either from the publisher or a distributor, through the college bookstore. Orders must be submitted eight months in advance of the semester for which the books will be needed to allow sufficient time for shipment by sea (the college cannot afford air freight delivery of textbooks). This is a hardship for instructors who wish to update or replace their teaching materials, or who are developing new courses, but who often do not receive examination copies until long after the eight-month deadline has passed. Unable to examine prospective texts before ordering, instructors sometimes must choose, sight unseen, from a very limited range of advertised titles and brief content descriptions. Too often this procedure results in dissatisfaction and wasted money.

Limited access to print resources is a fact of life on a relatively isolated island; even materials ordered from Guam or Hawai'i have taken months to be received on Saipan, as there have been many problems with shipping and mail delivery in recent years. In response to these constraints, MAPS staff will continue to take advantage of their infrequent trips off island to scout academic bookstores for appropriate textbooks and other published materials. The libraries at the UOG and Micronesian Area Research Center have proven rich sources of information for use in our curriculum, but for every hour spent locating library materials, we must spend as much time or more photocopying them on the premises, or waiting for a copier machine to become available. We have no objection to the extra effort and are happy to be able to have access to the materials; but time so used represents time diverted from research in the collections, as well as costly days added to each trip.

We will continue to utilize the system of interlibrary loan (via mail) from Guam, Hawai'i, and elsewhere; but such materials have taken months to reach Saipan, and the system is really best suited to borrowing materials with which one is already acquainted. Many of our most useful curriculum resources have been discovered serendipitously, while browsing, and we believe this kind of direct access to be essential to our ongoing program of curriculum development.

Liaison with Other NMC Programs. MAPS is fortunate in having been able to establish priority elective agreements with other NMC programs. This arrangement may not only provide an ongoing source of enrollment for our courses, but it will enrich the educational experience and professional preparation of students pursuing degrees in the fields of education, nursing, tourism industry management, and criminal justice.

MAPS has begun to contribute local and regional content material, as well as more general information and assistance, to NMC courses in other departments. Some offerings already draw much of their content from, or are entirely built upon, data from the Marianas or the wider Pacific region (History of the Northern Mariana Islands, Marine Biology, Pacific Art Forms). We have helped instructors enhance the regional content of more general courses (Introduction to Psychology, Introduction to Sociology) by providing resource materials, bibliographies, and other information. This year for the first time NMC English composition students researched and wrote term papers on topics related to Mariana Islands cultures, history, and environment. Our staff also contribute guest lectures to courses in other departments, such as a recent presentation to Police Academy cadets on Community and Cultural Values in the CNMI.

More comprehensive collaboration has thus far not been possible, owing to such factors as faculty turnover, faculty workload, and in some cases a lack of interest in collaboration. Education program personnel, however, hope to work with us to develop a new course for their students entitled Education in the Multicultural Environment. We at MAPS will continue to seek out and explore other possibilities for cooperative, interdisciplinary activity.

Community Events Series. MAPS's overall program goal is to enrich the quality and scope of educational opportunity, both academic and nonacademic, in the CNMI. In addition to the anthropology curriculum, MAPS offers an ongoing series of informational and participatory activities for the community at large. The general goal of this component of the program is to promote community awareness and appreciation of local and regional cultural diversity, and to stimulate public involvement in contemporary issues of common concern. Activities in the series will include dance and music performances, crafts demonstrations and exhibits, workshops, and lectures and public forums on local and regional topics of interest to the community.

Following the inception of the Community Events Series in November 1990, a variety of activities have been sponsored at bimonthly intervals, and this schedule is expected to be maintained. Events to date have included:

- Selected Arts and Skills of Micronesia: A Series of Demonstrations for the Community (cosponsored with the art program). Local Micronesian specialists demonstrated and discussed their knowledge of backstrap loom weaving, bead jewelry making, pandanus and coconut leaf plaiting, storyboard carving, and canoe-navigation lore.
- The Marianas Campaign and World War II in the Pacific. Lecture and discussion session with Harry A. Gailey, noted author and World War II historian.
- Malayo-Polynesian Languages, 4000 B.C. to 2000 A.D. Lecture and discussion session with linguist Jeffrey Marck and a panel of local speakers of Chamorro, Carolinian, and Tagalog.
- Performance Zoning: Land Use Planning for Saipan. Lecture, slide presentation, and discussion session with the CNMI Zoning Board.

MAPS Publications. This component of the program is being developed in response to a general desire on the part of the college to facilitate the publication of scholarly and literary works on topics of local and regional interest, and a wish to share the life work of a local author with a wider audience.

Two publication projects are currently under development. The first involves editing and compiling the literary works (poems, short stories, essays, and translations of Micronesian chants and legends) of William Peck, noted author and long-term resident of the Pacific region. Two or more anthologies of his works are anticipated, and possible publishers have been identified.

The second project will be a report tentatively titled Land Use and Impacts on Saipan Archaeology, Early Historic Period to the Present. Primarily intended for use by archaeologists working in the CNMI, the report is concerned with identifying areas likely to hold intact archaeological sites. Ethnohistoric data, early and contemporary maps, government documents, historical records, and modern construction reports will be used to model the extent of landscape transformation and probable impact on archaeological sites by colonial-era activities, the 1944 invasion, and postwar agriculture, erosion, and construction.

The program director serves as MAPS publications editor. Our most immediate need is to secure funding for these and future publication efforts. Steps are being taken to find a publisher who might produce and distribute Peck's materials under its own copyright. The CNMI Historic Preservation Office has expressed interest in the land use report, and MAPS intends to apply to HPO for an Historic Preservation Assistance Grant.

MAPS Certificate Program. The certificate program will not be implemented until the entire MAPS program has undergone the requisite final review and been approved by NMC's academic council. This process is expected to be initiated in fall 1991 and may take months to complete. In the interim, work will continue on defining the structural components and requirements of the two certificate tracks. It is likely that only the Certificate of Completion will be offered initially since this track will involve fewer credits and therefore is expected to prove more attractive to liberal arts students.

Challenges and Responses. MAPS staff believe that study of Chamorro, Carolinian, or another Pacific Island language should ideally be included in the academic track for both certificates. We had considered whether this requirement would deter prospective certificate students, as previously NMC students were not required to complete a language course in order to receive their degrees. As of academic year 1990–1991, three credits of language study is a general education requirement for graduation.

At present only two languages other than English (Chamorro and Japanese) are offered at NMC. MAPS is trying to locate an individual competent to teach Conversational or Elementary Carolinian at the College. ("Carolinian," as used locally, refers collectively to any or all three of the principal outer-island Chuukese dialects spoken in the Commonwealth.) We are being aided in this effort by the director of the Public School System's Carolinian Bilingual Program. Instruction of an entry-level course will be facilitated by use of CNMI's first Carolinian-English dictionary, scheduled for publication later this year.

We have also considered the possibility of allowing students to test out of the language requirement, either through written and oral exams or through demonstrated conversational proficiency. These and related issues are being reviewed with other NMC faculty and with the director of the Micronesian Area Research Center, who has participated in protracted discussion of such matters at UOG.

Other Program Activities

Liaison with NMC Library. During its nearly three years of Title III federal support, MAPS has expended a significant portion of its funding on acquisitions for the NMC Library. The Pacific collection and CNMI Archives together have grown to some 5000 titles, exclusive of microfilm and microfiche holdings. Not only has MAPS funded the purchase of many of these materials, but our staff is also responsible for working with library personnel to identify desirable new acquisitions. We

will continue to serve in this advisory capacity after federal funding for the program ceases at the end of FY 1991.

The Pacific collection and archives now contain many books on Micronesia, Melanesia, and Polynesia, as well as periodicals, scholarly journals, local-regional newspapers, linguistic materials, and government documents such as annual reports, surveys, curriculum documents, and materials related to the development of Pacific governments under colonial and contemporary administrations. Included in the collection are ethnographic and scientific studies, Pacific literature, and conference proceedings and publications documenting social, economic, political, and environmental change in the islands.

The library also features a growing collection of videotaped documentary and other educational programs, slides, films, and filmstrips, many of which MAPS has created or purchased for use in NMC courses.

Equipment and software obtained with MAPS funding have also made it possible for the library to reorganize and computerize records of its rapidly expanding general and Pacific collections.

MAPS has established an ongoing arrangement with the U.S. Army Corps of Engineers (Pacific Ocean Division), whereby copies of published and unpublished reports on archaeological and environmental studies sponsored by the Corps throughout the Pacific will be donated periodically to the Pacific collection for use by students, professionals, and the general public.

MAPS funds were used to purchase four glass display cases for the library. We will continue to work with library staff to design and create displays of local and regional artifacts, handicrafts, marine shells, World War II memorabilia, historic documents, and other items of interest to NMC students and the community at large.

The Oral History Project is a collaborative effort of the library, MAPS, and NMC's media center. Local elders, political leaders, and businessmen are being interviewed by project staff in the Chamorro and Carolinian languages, to elicit their memories of the German and Japanese eras, World War II, and the Trust Territory period. Another objective of the project is to record interviews with visiting U.S. and Japanese veterans to preserve their recollections of the 1944 U.S. invasion of Saipan.

The interviews are being recorded on videotape. This method not only allows the subject to tell the story in his or her own language, but it also visually preserves facial expressions and body language, equally important aspects of communication. Videotaping also records the appearance of the language, the movement of the mouth in producing sounds, which will be useful to future researchers studying pronunciation and language change. The videotaped interviews will be housed in the Pacific collection and CNMI archives, as part of the Commonwealth's permanent historical record.

Academic Council. The director of MAPS is a member of NMC's academic council, whose purpose is to assist the dean of instruction in advising the vice pres-

ident for academic affairs on matters relating to instructional programs and academic regulations. Council responsibilities include the ongoing review of proposed NMC programs and curricula for consistency with academic regulations and other programs and courses, and for quality, content, and related factors.

In this capacity MAPS has been able to provide input to the content of new courses at NMC. Currently the MAPS director is collaborating with the director of the Public Safety Administration Program to enhance the local content of curricula which have largely been borrowed intact from Guam and mainland U.S. programs. Courses such as Social Values and the Criminal Justice Process, Introduction to Criminology, Introduction to Criminal Justice, and Community Based Corrections are being revised to include sociocultural material relevant to conditions in the CNMI.

Student Advising. MAPS staff members advise incoming and continuing NMC students on matters pertaining to their individual degree plans, course choices, program requirements, scheduling, academic interests, and professional and academic goals. Initial advising takes place before each semester's registration, but we also call in our advisees for further consultation at least once during the term, to discuss their progress and any difficulties they may be experiencing. We also serve as unofficial but frequent advisors to our anthropology students throughout the semester.

Our advisory role will both expand and intensify once the MAPS certificate program has been approved and implemented. A great deal of careful attention will be given to students electing to pursue a MAPS certificate track.

Program Publicity. MAPS is actively engaged in publicizing and providing information on its program activities and anthropology curriculum. We produce press releases and articles for each community event, which are then printed in CNMI and Guam newspapers and aired by local radio stations. We arrange for Saipan Cable TV News to publicize Community Events in advance and provide coverage of them as they occur. Flyers and other promotional materials are printed, distributed, and posted throughout Saipan prior to each event.

Our staff also write newspaper articles that inform the community about other program activities (such as the Oral History Project) and the anthropology courses being developed and offered by MAPS. Information on the program and curriculum is posted on campus, distributed to students prior to advising and registration, and given to faculty advisors whose job it is to help students select courses. We also work individually with faculty advisors to increase their familiarity with our curriculum, emphasizing the value of MAPS courses to a liberal arts education and to people who live and work in multicultural settings, and promoting the choice of anthropology courses to fulfill general education social science and elective requirements.

The director of MAPS has twice been interviewed for the local Focus on the Community radio program. These interviews not only provided publicity for MAPS activities and the curriculum, but addressed issues of general interest such

as what anthropology is all about; what contribution an anthropology course might make to someone's professional and personal development; and cultural differences and stereotyping in CNMI.

Advisory Committees. As MAPS completes its first full semester of curriculum implementation, its staff has increased its understanding of the range of student interests, needs, and abilities; of what is involved in teaching, developing curriculum, and managing an academic program at NMC; of the expertise, interests, and workloads of our colleagues; and of the areas in which it may be possible for departments and programs to collaborate in serving the students and the community at large. The frequent informal discussions and consultations with other faculty that have marked this period of growth will continue in the future, but in the context of a more structured relationship between MAPS and its faculty advisory committee (FAC).

The director of MAPS has formally established FAC, inviting members to assist the program by giving input and guidance to its academic and nonacademic components; by sharing information and ideas on areas of collaboration between MAPS and their own curricula and program activities; and by providing assistance in program review and assessment. FAC will meet with MAPS staff at least once each semester; the first meeting is planned for May 1991.

CAC established by the original program coordinator of MAPS,was disbanded upon his departure more than a year ago. Since then MAPS has undergone extensive redefinition and further development, and the current director intends to reconstitute CAC as soon as possible. The role of CAC will be similar to that of FAC, but consultation with informed members of the wider public is expected to be of singular benefit. CAC will provide input to the MAPS curriculum, Community Events Series, and other program activities; work to strengthen ties and communication between MAPS and the larger community; and assist in program review and assessment. Individuals from different sectors of the Saipan, Rota, and Tinian communities (including persons knowledgeable about community cultural activities and a representative of the Historic Preservation Office) will be invited to serve on CAC.

Seeking New Funding Sources. Title III funding for MAPS will end with FY 1991. While NMC will assume fiscal responsibility for the program in FY 1992, we realize that some of our ongoing and proposed activities will require a degree of support beyond what the college will be able to provide. We are therefore actively engaged in seeking grants, both individually and in collaboration with the NMC library, from a number of sources.

CNMI Historic Preservation Office (HPO). MAPS is preparing two project proposals which will be incorporated by HPO into its FY 1992 application for project funding under the federal Historic Preservation Assistance Grants program. One proposal requests funding for preparation of a Saipan land use report, the other seeks support of the Oral History Project.

U.S. Army Corps of Engineers, Pacific Ocean Division. In FY 1992 MAPS and the NMC Library will jointly apply for federal assistance for the Oral History Project through a special grants program administered by the Corps.

Commonwealth Humanities Council (CHC). MAPS and the NMC Library will apply to the CHC (operating under a federal grant) for support of two projects: the Oral History Project, and a videotape, slide, and still photograph documentation of life in the CNMI today—its peoples, economy, cultural spirit, religious and social life, historical and political events, and changing environments. CHC may be able to help support other MAPS and library projects as well.

U.S. Office of Territorial and International Affairs (OTIA), Department of Interior. Technical Assistance Grants from OTIA will be sought to support the purchase of equipment and supplies for both the Oral History Project and the CNMI Documentary Project.

Additional sources of funding for these and other projects will be pursued with the assistance of NMC's new federal programs coordinator.

MAPS Program Activities Through Spring 1992

The primary activity for the MAPS program in the next year will be to continue the development of the anthropology curriculum, particularly with respect to the following courses:

- Introduction to Anthropology
- Archaeology of the Pacific
- Changing Cultural Values in the CNMI
- Archaeology of the Mariana and Caroline Islands
- Cultural Adaptations to Island Ecosystems

To support these courses we will be developing supplementary course materials and texts and continue slide and videotape production. Along these lines we need to secure a publisher for Peck's literary works, continue editorial work, and move toward publication.

We will be consulting with UOG anthropology faculty to explore possibilities for program collaboration and course articulation. We want to network with professional colleagues on program and curriculum development through the Pacific Region Educational Laboratory in Honolulu, the Association for Social Anthropology in Oceania, the Society for Anthropology in Community Colleges, and regional colleges and universities.

We will be continuing the Community Events Series and developing workshops on educational and cultural topics for NMC and Public School System instructors. We will also be working with the director of the Carolinian Bilingual Program to locate instructors for Conversational or Elementary Carolinian and to identify and create teaching materials. We will further explore possibilities for curricular, instructional, and program liaison with CNMI high schools.

We need to continue the strong promotion of MAPS courses to students in NMC's education, nursing, tourism industry management, and public safety

Administration programs, and continue to explore possibilities for interdepartmental collaboration.

We hope to finalize and submit to academic council the MAPS Program and anthropology curriculum proposal and course guides, and finalize requirements for the certificate program and prepare for implementation

We will also be working with the FAC and CAC to strengthen and facilitate program operations, interdepartmental collaboration, and community ties.

Finally, we must continue to work with NMC faculty and administration to find ways of enhancing students' educational experience, comprehension, and academic performance, so that the MAPS program will have its fullest impact in shaping culturally aware and sensitive CNMI citizens.

Conclusion

The papers in volume I present a wide range of approaches to internationalizing the curriculum. The most extensive and holistic approach, that of Kalamazoo Valley Community College, is to build on faculty expertise to infuse and create courses supporting the development of an International Studies Degree and Certificate Program. Most of the other colleges contributing papers to volume I have internationalized their curriculum by focusing on a specific geographic region where they perceived existing faculty expertise. For example, Kapi'olani Community College is building on existing faculty strength to infuse and create courses supporting tracks of study on Asia and the Pacific. Maui Community College is internationalizing its curriculum by building on Asia expertise, module development, and concurrent course offerings. Leeward Community College is building on faculty expertise in Japan and Hawaiian-Pacific studies to internationalize its curriculum, and Northern Marianas College is developing a Marianas-Pacific program highlighting the expertise of its faculty.

This diversity of approaches—course infusion and creation, modular development, local-multicultural or global-international focus, interdisciplinary courses, certificate or degree programs, tracks of study—is consistent with the philosophical basis of international and multicultural education, that is, an appreciation for diversity. Further, just as international and multicultural diversity adds richness to community life, so too does curricular diversity add richness to campus life. Faculty members at all the Beacon Associate Colleges find their curriculum internationalizing efforts to be uplifting and revitalizing.

Internationalizing has also encouraged team-building among faculty, administrators, counselors, staff and students. International education, Asian-Pacific emphases, Japan studies, Hawaiian-Pacific, Marianas-Pacific, and interdisciplinary committees and alliances are energetic and congenial. Faculty in liberal and vocational arts fields have worked together so that internationalizing has an across-the-curriculum impact. Faculty and administrators have worked coopera-

tively, with faculty identifying developmental goals and administration supporting the attainment of those goals. Faculty and counselors have worked together to specify courses most appropriate for infusion of international content. Further, counselors have played an important role in promoting newly created international courses for students. Library staff worked closely with faculty to strengthen international collections. Together, faculty, administration, staff, and students have attended co-curricular lectures, workshops, seminars and cultural performances (see volume II).

How Did They Do It?

In addition to an increasing awareness of global, international, and multicultural processes and issues, a number of specific factors have contributed to the successful internationalizing of curriculum at the Associate Colleges represented in this volume:

- Three colleges received substantial federal funding through Title III or Title VI programs. Coastline Community College also received significant federal and state funding to develop its international business curriculum (see Snyder and Nee in volume IV).
- Eager, dedicated faculty worked in a supportive environment. Many older faculty were renewed in this environment, and many newer faculty were hired because they further enriched this environment.
- Curricular changes were linked to the development of tracks, certificates, and degrees, and to overall, long-range campus development planning.
- Curricular changes addressed global and international issues relevant to student understanding of local ecological and socioeconomic processes.
- Curricular changes provided a deeper understanding and a better appreciation of international and multicultural diversity. This diversity, within and beyond the classroom, made the curriculum increasingly relevant to global dynamics.
- Curricular changes were also made with an eye to successful transfer to four-year colleges and universities. Understanding local-global processes can be rewarding and challenging for the student. These processes will probably intensify in the decade ahead; thus college graduates will need an even deeper understanding of international and multicultural diversity.
- Language arts programs were targeted for immediate and substantial development. The capacity of the community colleges to teach global languages such as French, Spanish, Chinese, Japanese, Korean, Russian, as well as local languages such as Hawaiian, Samoan, and Tagalog, has been enhanced greatly.

Future Issues

Some of the major issues in internationalizing community college curricula over the next decade include:

1. How do we sustain the momentum of our internationalizing efforts? Today, international and multicultural dynamics contribute to a sustained momentum in international education. Most of us who are involved in international education know we cannot rest. To be involved in international and multicultural education today means to stay current to anticipate change. Policy-makers and administrators need to commit funds for efforts to stay current. More specifically, this means larger budgets for professional journals and major reference works, online computer data-access systems, on-campus lectures and seminars by leading experts, reassigned time to conduct research, and support of faculty sabbatical travel and research. The internationalizing momentum can also be sustained by developing networks of colleagues who can share their curricular innovations.
2. International and multicultural educational curricula are dense. It takes a great deal of time, in any course, to convey the complexities of international and multicultural relationships. We will need to continue to make careful content infusions that will have the greatest impact per unit of time. Further, how many new courses can we devote to this dense curriculum without becoming curricular imperialists?
3. How do we assess whether our international and multicultural curricula are working, particularly when topics are infused and embedded within broader course competencies and objectives?
4. How can we strengthen the position of international and multicultural education in the core curriculum of the 21st century?

These are but a few of the issues confronting international and multicultural curriculum efforts in community colleges in the United States.

The 1992 Beacon International Conference will seek to advance our understanding of these issues, and hopefully point us in a direction to resolve them.